Assessment Data is from what semester? Fall 2013
Faculty Name(s): Matthew O’Donnell

1. Course Name and Number:
   TD 173 Introduction to Moving Lights

2. List all Course SLOs from the Course Outline of Record:
   1. Recognize and identify intelligent lighting fixtures by type, model and manufacturer.
   2. Demonstrate knowledge of the features and functions or representative types of intelligent lighting fixtures.
   3. Demonstrate knowledge of the proper use and installation of DMX and analog control systems.
   4. Troubleshoot, disassemble and service representative types of intelligent lighting fixtures.
   5. Safely hang, power and run control lines to multiple intelligent fixtures for use in class projects.

3. Specific Course SLO(s) assessed as part of this project:
   1. Recognize and identify intelligent fixtures by type, model, and manufacturer.
   2. Demonstrate knowledge of the features and functions of representative types of intelligent fixtures.
   4. Troubleshoot, disassemble and service representative types of intelligent fixtures.

4. Is this course on GE Plan A? ___ Yes  X  No  (See Catalog pages 49-51 & page 55)
   If Yes, identify what area. (All GE course assessments count as GE assessments.)
   ___ Area I Natural Sciences
   ___ Area II Social and Behavioral Sciences
   ___ Area III Fine Arts/Humanities
   ___ Area IV Language and Rationality
   ___ Area V Physical Education/Wellness
   ___ Area VI Intercultural/International Studies
   ___ Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)
   SLO 1. Each student is assigned a current intelligent moving light fixture to present to the class. In this project they learn how to differentiate the various capabilities of each type of intelligent fixture. Each student is told that they are to present as if they are a sales representative for the product they are presenting. This makes the project fun and also requires the student to know everything possible about their fixture. To access them I grade them on four key areas:
   1. Preparation/Research  33%
   2. Knowledge of their fixture  34%
   3. Quality of Presentation  33%
   SLO 2. This semester students have improved in their knowledge of moving light programming.
This class has changed dramatically since the first time I taught it in Spring 2009. Technology has played a large part in the changes. Students are now learning through visualization software that allows the student to practice programming moving fixtures in a 3D animated computer environment. This semester, we have utilized the powerful graphic cards in the graphics computer lab in building 4. We also were able to add an additional monitor to more completely simulate an actual moving light control console. In this set-up, the students are working with three monitors. Last year they only had two laptops, it made it difficult for the students to work because they wasted time moving windows around so they could see their work. Plus, the graphics card within the program was too much for the laptops.

SLO 4. This class is no longer pursuing this SLO. Intelligent fixtures are extremely compact and very expensive now. We do not have the luxury to have a student take apart a fixture and potentially damage it. Instead we are focusing on what students can do physically with a working instrument. Programming is our main focus now. Intelligent lighting programming is a marketable skill. The disassemble and service aspect of the class has been replaced by programming.

6. Results and analysis of the data. (Attach any related documents at end of form.)

SLO 1: The Fixture Presentation Assignment works well in getting the students to understand the capabilities of intelligent lighting fixtures. Students enjoy the project and better understand their programming once they complete this assignment.

SLO 2: The results of the improved technology has proven successful. Each student takes their midterm both written and on a laptop that they turn in. The laptop portions of the exams tests both the control software procedures as well as a visualization exam that allows me to see how well the student understand the entire process of programming. I have found that students this last semester grasped the technology faster than any other class. This is inspiring me to give more challenging projects the next time I teach this class.

SLO 4: As stated above, this SLO is no longer being pursued due to advanced technology and the expense of the fixtures. I am doing a course review to change this.

7. What are you going to do based on the results of the data? (Any planned revisions?)

1. SLO 4: Do a course review to reflect the current technology that we are teaching with now as well as adjust the SLO’s for the class as described above.

2. SLO: 2 With the improved technology, I can give more challenging assignments that will now be more valuable and enjoyable for students.

3. SLO 1: I will continue with the Fixture Presentation where they learn key elements for this SLO.

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

yyyysemester-sloa-courseid.doc
Example: 2014spring-sloa-engl101c.doc