**PROGRAM ASSESSMENT REPORT**

## I. Background Information

1. Program Assessed

   Program name: 3d Animation Arts
   Program code: APANID
   Division: BCT          Department: DMAD

   Type of Award: ☐ A.A.          ☐ A.S          ☒ A.A.S.
                    ☐ Cert.          ☐ Adv. Cert.          ☐ Post-Assoc. Cert.          ☐ Cert. of Completion

2. Semester assessment was administered (check one):
   ☐ Fall 20_____
   ☒ Winter 2018
   ☐ Spring/Summer 20_____

3. Assessment tool(s) used (check all that apply):
   ☒ Portfolio
   ☐ Standardized test
   ☐ Other external certification/licensure exam (please describe):_____
   ☐ Graduate Survey
   ☐ Employer Survey
   ☐ Advisory Committee Survey
   ☐ Transfer follow-up
   ☐ Externally evaluated performance or exhibit
   ☐ Externally evaluation of job performance (internship, co-op, placement, other)
   ☒ Capstone experience (please describe): ANI 260 (Capstone Course)
   ☐ Other (please describe):

4. Have any of these tools been used before?
   ☐ Yes (if yes, identify which tool)
   ☒ No. Rubrics embedded for grading but never used for program assessment.

   If yes, has this tool been altered since its last administration? If so, briefly describe changes made.
   n/a

5. Indicate the number of students assessed/total number of students enrolled in the course. 24/51

6. Describe how students were selected for the assessment.
   a. *Describe your sampling method:*

The original assessment plan called for all students to be assessed. Since the actual assessment data required the arduous scoring of portfolios for two of the three sections (1), we decided to use the more usual numbers goal in these situations – "a minimum of one full section."

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[1] The main rubrics were embedded in the latest section.

Reviewed by Assessment Committee 8/31/18

With a goal of 24 students, we decided to stretch our analysis over three full sections/years. We chose 8 students from each class. We discussed various systems to generate true random picks, but decided in the end to use a very simple system. We took the total number of students in each section, divided by eight, and used the nearest whole number to select our picking interval. For instance, if the number was "2", we simply chose every other student by last name. This seemed close enough to random to ensure that no cherry-picking was present. We did not include students who audited the course or withdrew.

Please note that this assessment does not include the new gaming courses listed in the catalogue, as they have yet to run. Also, this report shares much of its data with the certificate report, as the old/current certificate consisted of the animation courses, but shorn of a few art courses and general education pre-requisites. Therefore it seemed sensible to measure similar outcomes with similar data.[2]

b. *Describe the population assessed* (e.g. graduating students, alumni, entering students, continuing students):

Students who took ANI 260, our capstone course. This captures rather neatly the population of students who complete both the certificate and/or the degree.

**II. Results**
1. If applicable, briefly describe the changes that were implemented in the program as a result of the previous assessment.

n/a

2. State each outcome (verbatim) from the Program Assessment Planning or Program Proposal form for the program that was assessed.

1. Analyze and articulate client need
2. Conceptualize and plan 3d Animation Products
3. Incorporate modeling, animation, texturing, and lighting.
4. Employability

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[2] As an interesting thought experiment, with the old certificate / degree setup, it would have been valuable to determine whether the extra art courses required by the degree resulted in significantly better final demo reels in ANI 260. We strongly suspect they did, but alas, the upcoming program changes are going to make such comparisons extremely tough to track.

> Briefly describe assessment results based on data collected during the program assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected (as a separate document).***

Overall, we are happy to report that the programs are functioning as intended. We did not include a separate summary beyond the raw data, as the summary below should hopefully be sufficient to grasp our method and conclusions.

3. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment (as a separate document).***

**Outcome 1: Analyze and Articulate Client Need**
**Goal: "75% Success"**
**Results: 93.3% mean score, 95% of students scored 70% or higher**

The emphasis of the portfolio class has shifted dramatically since it was first written. Originally, the course was designed to serve as group-project class, serving a simulated customer. This failed before either of the current faculty was onboard. The course was re-written to emphasize individual planning and accomplishment. This outcome reads like an artifact from that older course model.

We therefore chose to examine the first milestone for this outcome, wherein the students are asked to formulate a goal for their demo reel (making the student the "client" in the outcome, essentially). This involves some big questions, and students have to research what their post-graduation plans require (transfer, scholarship, job-seeking). They then are asked to present this research. These scores are high as students have to complete this milestone to advance in the course. However, in the future, a more robust instrument ought to be used, as the current one is not granular enough to provide meaningful feedback. Or, perhaps, as this is a pre-requisite to proper demo reel construction, we ought to simply institute very high standards for success.

**Outcome 2: Conceptualize and plan 3d Animation Products**
**Goal: "75% Success"**
**Results: 98.6% mean score, 100% of students scored 70% or higher**

Their second course milestone involves working closely with the instructor to generate a spreadsheet detailing the course objectives and the timeline for completing those objectives. This one is tougher to meaningfully assess, as the schedules are worked over extensively by faculty before they are signed off on. The scores are correspondingly high. We propose to fold this into the master rubric for the next outcome instead of keeping it a separate item.

**Outcome 3**: Incorporate modeling, animation, texturing, lighting.
**Goal: "75% Success"**
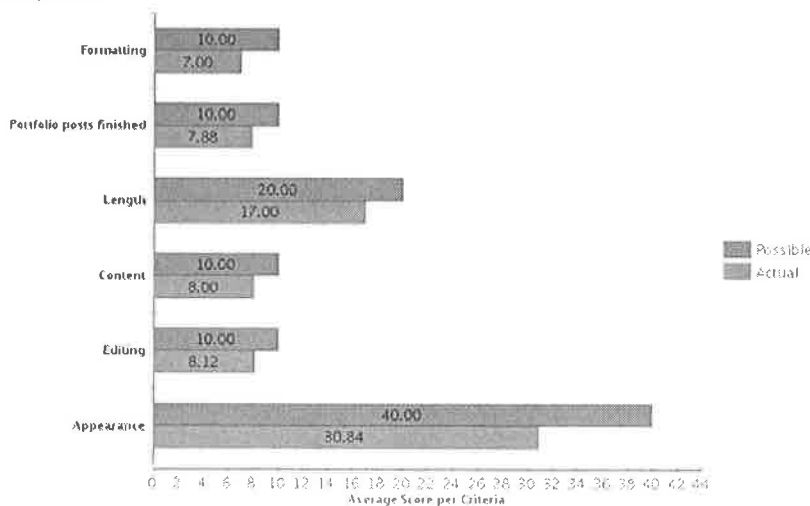**Results: 78.6% mean score, 92% of students scored 70% or higher**

For Outcome 3, we tried very hard to incorporate the original rubric into our assessment, but there was no practical way to do it. We therefore used the newly developed final project rubric, and retroactively applied it to the final projects from Winter 2017 and Winter 2016. The rubric is attached.

A deep dive into this data is meaningful. Therefore, we examined rubric breakdowns for the different populations. We are gratified to note the increase in scores for the formatting problems from the 2016 section, as that was a point of emphasis at the class level. Students continue to struggle closing out their final weeks as animators on big projects, as evidenced by the lower scores in editing and appearance. This represents a conundrum for instructors and the program – the first really large, multi-faceted multi-month project that the students do is their final demo reel. Problems such as misjudging rendering and editing time, which are very common for beginning animators, are visible in the Appearance scores. If they only have the skills to create these sorts of pieces at the end of a two-year program, how can we incorporate similarly large projects in earlier classes? It may be that the proper solution, given the considerable time restraints, rests in better teaching and coaching than in curricular fixes.

How to justify the high scores? Given the broad external success documented in the 2017 ANI Program Review (transfers, scholarships, employment, etc.), we have some validation that our standards are high. It is possible that most students who take the course also produce average or better demo reels because only the most highly-motivated students actually make it this far in the program. Our 100-level courses have much higher enrollments than our 200-level courses, and this is perhaps natural given both the outward attractiveness and intense difficulty of the discipline.

## Rubric Statistics Report

**Rubric Analysis**
Final Project Rubric

**Outcome 4: Employability**
**Goal: "75% Success"**
**Results: 79% mean score, 75% of students scored a 70% or above**

We decided to track employability using an aggregate of the milestone scores. There weren't any real surprises – students who stuck to their deadlines and scored reasonably well throughout the 15-week course, generally produced high-quality demo reels and scored highly on their final projects. Conversely, students who "let the course get away from them" in terms of meeting their milestones often drifted from high scores at the beginning, and once the milestone deadlines were missed, it often snowballed. Many of the low-scorers also got themselves in trouble by simply skipping milestone presentations. We generated an average score for all the milestones here as a representation of students' employability in being able to stick to deadlines and show up for deadlines, and to face peer critique. Our performance is an area of concern, and professionalism in general needs to be emphasized across the animation curriculum.

4. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Planning demo reels, overall quality of demo reels

Weaknesses: Consistent attendance and participation in critique over 15-week course, final rendered animation, final edits.

**III. Changes influenced by assessment results**
1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

We have two broad themes to address with our assessment report. The first, and most consequential, is the actual measure of student performances. The data show that by and large, a student that finishes the program graduates with an appropriate skillset for a second-year animator.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.
  a. ☒ Outcomes/assessments from Program Assessment Planning or Program Proposal form:

  b. ☐ Program Curriculum:
      ☐ course sequencing
      ☐ course deletion
      ☐ course addition
      ☐ changes to existing program courses (specify):
      ☐ other (specify):
  c. ☐ Other (specify):

3. What is the timeline for implementing these actions? Summer 2018

**IV. Future plans**

PROGRAM ASSESSMENT REPORT

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this program.

Noted at length above.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

The second broad theme that we need to address is the assessment plan itself. Although we dutifully attempted to follow the plan as written, some of the outcomes need reworking. We have a number of intended changes to make to the assessment plan. Here's a summary:

- Rewrite program outcomes. This needs to happen both on the
    o Outcome 1 – Research portfolio requirements for desired animation goals.
    o Outcome 2 – Incorporate modeling, animation, rigging, VFX, compositing, texturing, and/or lighting as appropriate in finished demo reel.
    o Outcome 3 – Demonstrate employability by meeting deadlines, and giving and receiving critique.
- Replace student population with "three years with a minimum of one full section"
- Discard old listed rubric and replace with updated one
- Edit flat 75% standard of success to read: "70% of all students will score 70% or higher" for each outcome.
- One structural feature which we discussed, is that now the certificates and advanced certificates are "embedded" within the degree, is the above plan the most proper way to assess the degree? Are we again creating essentially duplicative work, as most of the meaty animation-centric assessment will now occur at the certificate/advanced certificate level? With the new system, after all, the only courses *not* being assessed at these lower levels are the general education courses. This is somewhat related to the quandary that we had with these two reports – with a similarly embedded certificate in our old/current system, is there a better way to assess the difference between the two awards that doesn't involve parroting overlapping data? Is this a sign that Randy was on the assessment committee overlong and is drifting into pedantry? We would welcome any input from anyone further up the chain that has experience with these sorts of questions, before we revise the assessment plans.

3. Which outcomes from Program Assessment Planning or Program Proposal form have been addressed in this report?
   All __X__      Selected _____
   If "All", provide the report date for the next full review: _____2021_____.

   If "Selected", provide the report date for remaining outcomes: _____.

**PROGRAM ASSESSMENT REPORT**

**Submitted by:**

Name: _____Randy Van Wagnen_____ Date: _____May 20, 2018

Print/Signature

Department Chair: _____INGRID ANKERSON_____ Date: 6/11/18

Print/Signature

Dean: _____ Date: 6-18-18

Print/Signature

*Please return completed form to the Office of Curriculum & Assessment, SC 257.*