

PROGRAM ASSESSMENT REPORT

I. Background Information

1. Program Assessed

Program name: Animation Certificate

Program code: CTANI

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
 Other (please describe):

4. Have any of these tools been used before?

Yes (if yes, identify which tool)
 No

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."

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

¹ The main rubrics were embedded in the latest section.
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 Approved by the Assessment Committee 10/10/06

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 Reviewed by Assessment 8/21/18

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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.

- 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. Develop entry-level knowledge of key facets of the animation process.
 2. Acquire Skills using industry standard software

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- 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).*

We're in a bit of an odd place with this assessment. There are a number of course and program changes set to go live this fall, including a totally revamped certificate with a revamped assessment plan. We therefore decided to assess the older (current) certificate, using the older (current) program assessment plan, as the new program with all of the new changes has not run yet. The older certificate model included all of the animation courses, and therefore drew from the same pool of students as the degree assessment, as the intent of the program outcomes was similar, and the old certificate included essentially all of the animation classes. Therefore the data used is very similar. This will not be the case once the new certificate/advanced certificate structure is in place.

- 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: Develop entry-level knowledge of the key facets of the animation process

Goal: "70% of students will score 70% or higher"

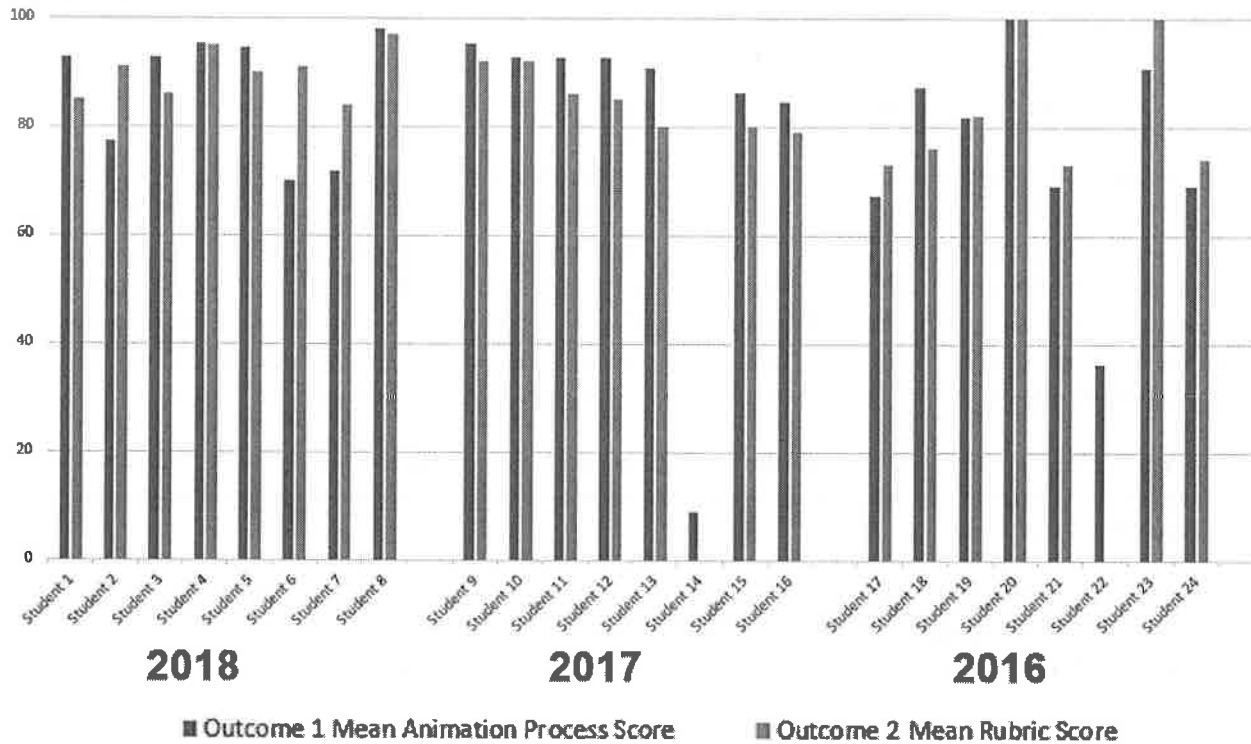
Results: 80.8% mean score, 79% of students scored 70% or higher

For Outcome 1, we averaged the milestone scores (Outcome 2 from the degree assessment plan) and spreadsheet production plan scores (Outcome 4 from the degree assessment plan) in order to capture all the data tied to the animation production process itself in one neat measure.

The animation process is rigorous and commonly involves unforeseen obstacles. Despite this industry deadlines are, for the most part, unforgiving. The capstone class strives to simulate this pressured dichotomy before students graduate with an animation degree or a certificate. Overall, with 79% of students scoring 70% or higher and a mean score of 80.8%, students seem to be demonstrating their ability to use their knowledge of the key facets of the animation process to plan and produce in the capstone course. Notably, this experience usually occurs at the 4-year mark, so it is commendable that our students perform as well as they do at the 2-year mark.

Perhaps the more interesting analysis is found in comparing Outcome 1 data relative to the Outcome 2 data over time for students in each of the 3 years covered by this assessment report (see Chart 1). Here we can see a fairly chaotic distribution of process scores compared to rubric scores indicating shortcomings in the old class format from 2016. While there is a rather ordered pattern in 2017 of slightly higher Outcome 1 scores to Outcome 2 scores, one tends to track closely to the other indicating a strong correlation between planning/meeting deadlines and performance. However, 2018 seems to contain a population of students who performed worse on planning/deadlines but scored significantly better on the final rubric scores. A negative interpretation would indicate these students model an inconsistent process that would lead to an artist that may or may not deliver. However, a positive interpretation could be that those students model an admirable amount of tenacity and persistence to continue to fight to deliver a good end product despite barriers to success. We will keep an eye on these trends and attempt to improve every element within the context of ANI 260 and the courses leading up to it.

Chart 1:



Outcome 2: Acquire Skills using industry standard software
Goal: “70% of students will score 70% or higher”
Results: 78.6% mean score, 92% of students scored 70% or higher

For Outcome 2, we tried very hard to incorporate the original rubric into our assessment, but there was no practical way to do it. We interpreted this as functionally meaning the same thing as the older language in the degree assessment plan for Outcome 3. We therefore used the newly developed final project rubric, and retroactively applied it to the final projects from Winter 2017 and Winter 2016.

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

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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.

5. 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

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, the outcomes need reworking. We have a number of intended changes to make to the assessment plan. Here's a summary:

- Rewrite program Outcome 1 and Outcome 2
- Match the new assessment to the new certificate structure that starts in Fall 2018
- Replace student population with "three years with a minimum of one full section"

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- 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.

3. Which outcomes from Program Assessment Planning or Program Proposal form have been addressed in this report?

All Selected

If “All”, provide the report date for the next full review: _____ 2021 _____.

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

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Submitted by:

Name: Kevin Bindschadler Kimi Bindschadler Date: 5-31-18
Print/Signature
Department Chair: [Signature] MARCO ANKERSON Date: 6/11/18
Print/Signature
Dean: [Signature] [Signature] Date: 6-18-18
Print/Signature

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