CALIFORNIA STATE UNIVERSITY, CHICO
ANNUAL PROGRAM ASSESSMENT REPORT

Date: 29 September 2017

I.   Assessment of Student Learning Outcomes

1.   Program Name and Contact Information of Program Assessment Coordinator:
Computer Animation and Game Development, Clarke Steinback (csteinback@csuchico.edu)

2.   Student Learning Outcomes
1. Recognize and evaluate critical and aesthetic issues within computer graphics and the mixed media. (Issues)
2. Apply aesthetic judgments and critical thinking skills to art and graphics related issues. (Aesthetics)
3. Demonstrate mastery of specific technical, conceptual and critical abilities within computer graphics and the mixed media. (Abilities)
4. Demonstrate proficiency with industrial applications to visual communication related technologies. (Proficiency)
5. Communicate effectively in written format on research and creative issues. (Written)
6. Communicate effectively in oral format on research and creative issues. (Oral)
7. Apply critical thinking and aesthetic judgments in critiquing mixed media and computer graphics productions. (Critiquing)
8. Function on multi-disciplinary teams. (Teams)
9. Work collaboratively and individually with an understanding of the production process utilized in industry-standard studios. (Process)
10. Demonstrate professionalism through creative and intellectual independence. (Professionalism)

3.   Course Alignment Matrix:
Mapping CAGD Courses to Program Outcomes

Course Title	Course	Issues	Aesthetic	Abilities	Proficiency	Written	Oral	Critiquing	Teams	Process	Professionalism
		1	2	3	4	5	6	7	8	9	10
Computer-Assisted Art	110	I	I	I	I	I				I	
Digital Photography	112	I	P	P	P	I		I		I	I
Concept Design & Storyboarding	117	I	P	P	P	P	P	I	I	I	I
Video Game Design	170	I	P	P	P	P	P	I		I	I
Digital Modeling	230	I	P	P	P	P	P	I		I	I
Digital Animation	240	I	P	P	P		P	I		I	
Motion Capture for Game	325		P	P	P				P	P	
3-D Computer Modeling	330	P	P	P	P	P	P	P	P	P	I
3-D Character Modeling	331	P	P	P	P		P	P		P	P
Computer Animation	340	P	P	P	D			P		P	P
Advanced Animation Pre-Prod	345	P	P	P	P	D	D	D	P	P	P
Digital Lighting and Texturing	420		D	D						D	
3-D Character Rigging	432		D	D						D	
Advanced Animation Production	445	D	D	D	D		D	D	D	D	D
Senior Portfolio	493	D	D	D	D		D	D		D	D
Advanced Animation Post-Prod	545	D	D	D	D		D	D	D	D	D

I = Introduced, P = Practiced with Feedback, D = Demonstrated at the Mastery Level   Assessed AY 2016-2017

4. **What is your current Assessment Plan**

All Program Outcomes except #1, 'Issues,' were assessed in at least one course in AY 2016 - 2017. With use of the embedded assessment the Program intends to continue to assess all Program Outcomes. Outcome #1 will need to be addressed and either assessed or updated in the next assessment cycle. The Program will continue to expand the courses in which embedded assessment data is collected to include all courses over the next few assessment cycles. The assessment rubric library available to the faculty will be expanded, a review of courses and Program Outcomes will be conducted, and a snapshot summary assessment will be implemented.

5. **Learning Outcome(s) Assessed in AY 2016-2017:**

   2   Aesthetics
   3   Abilities
   4   Proficiency
   5   Written
   6   Oral
   7   Critiquing
   8   Teams
   9   Process
   10 Professionalism

6. **Assessment Methodology Used:**

Describe your methodology. What kinds of assessment methods were used: embedded assessment of student work in a particular course, external exam, etc. Type of assignment: Performance on standardized exams, essay, etc.? Sample size? Sampling strategy? Who evaluated student performance? How was performance measured? How was successful performance defined, i.e. what is your Benchmark for proficiency for each SLO?

For most courses currently providing assessment data, grading rubrics for assignments have rubric elements associated with Program Outcomes. Thus most courses have many grading elements which service as embedded assessment. Embedded assessments were used in assignments for all courses submitting assessment data. CAGD 110, 112, 117, 170, 230 and 345 are core CAGD courses for the entire Program; CAGD 445 and 493 are required in the Animation Production Option; CAGD 325, 330, 420 and 432 are electives for the students graduating in this cycle. All assessed projects and assignments in these courses have rubrics associated with each element in the rubric linking back to a Program Outcome. The rubrics utilized a three (3) point scale – 0, 1, 2 or 3 for evaluating each element in the rubric.

The Program has a shared assessment rubric library which we plan to enhance this upcoming academic year. Rubrics are used in grading as well as in peer evaluation used for presentations and project critiques. The peer evaluation using the assessment rubrics provides additional assessment data beyond that given by the instructor, teaching associates and graders. Peer evaluations account for some of the very large sample sizes in some of the assessment rubric elements, especially when a class of 40 to 60 uses rubrics that assess multiple facets of some Program Outcomes. When a class of 50 evaluates all presentations with each presentation assessed on multiple attributes, thousands of data points are generated.

The types of assignments used in the assessment include blog postings, critiques, presentations, papers, assignments, and significant course projects. The grading, and thus, assessment rubrics are published for the students as tools to assist in helping understand assignments and expectation. All rubrics are detailed and phrase-based, using an underlying scale of zero (0) to three (3) reflecting unacceptable to exceptional. Currently the Program has set a benchmark of 70% of students achieving acceptable and exceptional for the aggregated data for each Program Outcome.

In addition to the embedded assessments, the Program does utilize the ECC Graduating Senior Survey (Appendix C) administered to graduating seniors in December and May. The survey contains elements pertaining to Educational Satisfaction and Preparation. The Program historically has had a high participation rate in this instrument by seniors, yet AY 2016 – 2017 only had eight (8) of the approximately 50 graduates. The survey is an online instrument intended for students in their final semester; the Program endeavors to solicit student participation in senior courses (CAGD 493 *Senior Portfolio* and *CAGD 495 Advanced Production*).

The use of the embedded assessment provides the program with extensive input as to performance on each of the evaluated Program Outcomes for AY 2016-2017; the embedded assessments also reduces the burden on the faculty in that grading with the rubrics provides assessment data collected in Blackboard Learn that the faculty can then export for the assessment coordinator to use for the Program.

7. **Assessment Results:**

Please describe/report outcomes of assessment. How well did students perform on the assessment task? Feel free to use the table below to report results, adapting the table as necessary, or provide narrative describing the assessment results.

In Academic Year 2016 – 2017, nine (9) of the ten (10) Program Outcomes were assessed in 15 different courses in the Program from each academic level – freshman, sophomore, junior and senior. Appendix A provides a summary of the results from the embedded rubrics for each course in which the rubric was used for AY 2016 – 2017. The Program Outcomes for Issues was not measured in this assessment cycle. The assessment of each measured Program Outcome is derived from rubrics embedded in grading and critiquing assignments in each assessed course. The aggregate assessment outcome averages (See Table 7.1) indicate that the percentage of students achieving the target valued of 2.0 was more than 70% in all nine (9) measured Program Outcome with the Program goal being 70%. All measured Program Outcomes averaged above 79% of the students achieving the target value in the aggregated data. The average target goal for each Program Outcome was 2.0 and the aggregate assessment data indicates that the Program achieved this goal in all nine (9) measured Program Outcomes. All the results displayed in the table are from embedded assessment rubrics associated with assignments in a mixture of Program core, Option-required and CAGD elective courses. Results for each rubric element in each course are listed in Appendix A with rubric elements used in the assessment tools listed in Appendix B.

Table 7.1 – AY 2016 – 2017 Program Outcome Assessment Aggregates

Student Learning Outcome	Sample and Sample Size	Measure	Average – Scale 0 – 3 Target 2	Percent of Students Achieving Target
2 Aesthetics	7,116	Embedded course rubrics in course assignments.	2.4	88.32%
3 Abilities	6,748	Embedded course rubrics in course assignments.	2.1	79.40%
4 Proficiency	3,533	Embedded course rubrics in course assignments.	2.3	87.55%
5 Written	1,767	Embedded course rubrics in course assignments.	2.6	93.55%
6 Oral	33,783	Embedded course rubrics in course assignments.	2.4	93.14%
7 Critiquing	775	Embedded course rubrics in course assignments.	2.3	80.66%
8 Teams	31	Embedded course rubrics in course assignments.	2.2	90.32%
9 Process	6,472	Embedded course rubrics in course assignments.	2.6	91.80%
10 Professionalism	2,088	Embedded course rubrics in course assignments.	2.6	93.10%

The comparison of the aggregate averages between AY 2015 – 2016 and AY 2016 – 2017 (See Table 7.2) shows some minor fluctuation in average target values for each of the measured Program Outcomes. The Percentage of Students Achieving Targets does also show some variation between the two years with all the current year's

percentages at or above the target of 70%. The Program Outcome for Critiquing in AY 2015 – 2016 had shown a very minor inflection below the target of 2.0 yet with the percent of students achieving target at the target; for AY 2016 – 2017 the Critiquing outcome has a larger sample set and both average and the percentage achieving are above the targets.

Table 7.2 – Comparison AY 2015 – 2016 and AY 2016 – 2017

Student Learning Outcome	AY 2015 - 2016			AY 2016 - 2017			Change	
	Sample and Sample Size	Average – Scale 0 – 3 Target 2	Percent of Students Achieving Target	Sample and Sample Size	Average – Scale 0 – 3 Target 2	Percent of Students Achieving Target	Average	Percent of Students Achieving Target
2 Aesthetics	6,862	2.1	80.40%	7,116	2.4	88.32%	0.3	7.92%
3 Abilities	3,868	2.3	84.50%	6,748	2.1	79.40%	-0.2	-5.10%
4 Proficiency	863	2.5	95.10%	3533	2.3	87.55%	-0.2	-7.55%
5 Written	1,463	2.6	95.30%	1,767	2.6	93.55%	0.0	-1.75%
6 Oral	9,765	2.2	86.80%	33,783	2.4	93.14%	0.2	6.34%
7 Critiquing	275	1.9	70.80%	775	2.3	80.66%	0.4	9.86%
8 Teams				31	2.2	90.32%	2.2	90.32%
9 Process	3,780	2.5	89.20%	6,472	2.6	91.80%	0.1	2.60%
10 Professionalism	477	2.4	87.10%	2,088	2.6	93.10%	0.2	6.00%

The Program also utilizes the ECC Graduating Senior Survey for Educational Satisfaction and Preparation feedback from graduating seniors. Only eight (8) of the fifty or so graduates responding this academic year to the survey. Appendix A provides a summary of the responses to the ECC Graduating Senior Survey for the Educational Satisfaction and Preparation questions for AY 2016 – 2017.

The survey queried the respondents about "Educational Satisfaction" in questions 15 through 30 and 45 with the results summarized in Table 7.3. The survey scale ranged from a score of "1 = Very Dissatisfied" to "5 = Very Satisfied" with the score of 3 being interpreted as "neutral" or "neither." The responses of satisfied are desirable with responses of neutral being considered positive while scores of dissatisfied reflecting a degree of discontent with the corresponding aspect of the student education. The responses to the Educational Satisfaction questions show that the graduates are fairly well satisfied with their education at Chico State. There is a drop in satisfaction for Q18 'Satisfaction with availability of courses in your department' which results in an overall negative or dissatisfied experience in this category.

Table 7.3 – Educational Satisfaction AY 2016 – 2017

Educational Satisfaction Responses		AY 2016-2017	
		Dissatisfied 1+2	Satisfied 4+5
Scale: 1=Very Dissatisfied 5=Very Satisfied			
Q15	Satisfaction with quality of teaching by faculty in your department.	0.0%	100.0%
Q16	Satisfaction with your overall experience at Chico State.	0.0%	75.0%
Q17	Satisfaction with access to faculty in your department.	37.5%	50.0%
Q18	Satisfaction with availability of courses in your department.	50.0%	25.0%
Q19	Satisfaction with quality of courses in your department.	0.0%	87.5%
Q20	Satisfaction with access to laboratory facilities and equipment.	12.5%	75.0%
Q21	Satisfaction with quality of laboratories and equipment.	25.0%	50.0%
Q22	Satisfaction with access to computer facilities.	12.5%	75.0%
Q23	Satisfaction with quality of computer facilities.	25.0%	75.0%
Q24	Satisfaction with academic advising from your major adviser.	12.5%	50.0%
Q25	Satisfaction with academic advising from the University Advising Office.	0.0%	75.0%
Q26	Satisfaction with career information from your department.	0.0%	100.0%

Q27	Satisfaction with availability of General Education courses.	25.0%	75.0%
Q28	Satisfaction with quality of General Education courses.	0.0%	57.1%
Q29	Satisfaction with overall quality of your education.	0.0%	87.5%
Q30	Satisfaction with your overall experience at Chico State.	0.0%	75.0%
Q44	I would recommend my major program at CSU, Chico to others.	25.0%	62.5%

The survey queried the respondents about "Preparation" in questions 31 through 43 with the results summarized in Table 7.4 for AY 2015 – 2016. The survey scale ranged from a score of "1 = Unprepared" to "5 = Very Well Prepared" with the score of 3 being neutral. The responses of Prepared are desirable with responses of Neutral being considered positive while scores of Unprepared reflecting a degree of concern with the corresponding aspect of the student preparedness. The responses to the Preparation questions provide some gauge as to how well the graduates feel prepared as they leave their undergraduate studies and enter the workforce or continue on with higher education. The responses to the Preparation questions show that the graduates feel fairly well prepared as they exit their undergraduate studies with all combined Prepared and Neutral percentages for all the questions at 100% except for Q32 'Preparation: Design and conduct experiments' having over 85% Prepared or Neutral with only 14% feeling Unprepared.

Table 7.4 – Preparation AY 2016 – 2017

Senior Exit Survey - Preparation Responses		AY 2016-2017	
Scale: 1=Very Unprepared 5=Very Well Prepared		Unprepared 1+2	Prepared 4+5
Q31	Preparation: Apply knowledge to solve problems	0.0%	62.5%
Q32	Preparation: Design and conduct experiments	14.3%	71.4%
Q33	Perceived preparedness to analyze, assess, and interpret data/results from test procedures.	0.0%	87.5%
Q34	Perceived preparedness to design a component or system to meet desired needs.	0.0%	87.5%
Q35	Perceived preparedness to function in a multidisciplinary team.	0.0%	75.0%
Q36	Perceived preparedness to identify, formulate and solve technical problems.	0.0%	87.5%
Q37	Perceived preparedness to communicate technical matters in writing.	0.0%	75.0%
Q38	Perceived preparedness to communicate technical matters orally.	0.0%	87.5%
Q39	Perceived preparedness to understand and apply professional and ethical principles.	0.0%	62.5%
Q40	Perceived preparedness to understand contemporary issues facing society.	0.0%	75.0%
Q41	Perceived preparedness to use modern tools and technology.	0.0%	87.5%
Q42	Preparation: Enter the workplace	0.0%	87.5%
Q43	Perceived preparedness to continue learning.	0.0%	87.5%

8. Analysis / Interpretation /Dissemination of Results

How do the assessment data you have collected and evaluated inform the program or department's understanding of student learning? How were the results shared with the following stakeholders: faculty, students, campus stakeholders, external stakeholders, other?

Overall the aggregate assessment results demonstrate the achievement of the Program Outcomes within the courses and assignments assessed. The aggregated averages for each of the measured outcomes achieved the target of 2.0 or higher on the 3-point scale for all measured outcomes. Using the objective of 70% of the students achieving the targeted 2.0-level, each of the measured Program Outcomes achieved this goal. These aggregate assessment results show the Program as a whole achieving the targets and goals for the nine (9) measured Program Outcomes.

Although the embedded assessment data does show the Program attaining the goals with considerations to improve the minor variations observed this year, the Program's continued forced reliance on low-paid part-time faculty with very high workloads does create concern for the Program. Maintaining motivation for these lecturers continues to be a challenge in the current environment. The Faculty's investment and buy-in to the

Program and assessment are critical, and the faculty and Program need to be valued to assist in not only assessment but also the continued quality of teaching and student success.

As in prior years the ECC Graduating Senior Survey, the overall Educational Satisfaction is good though overall satisfaction and low dissatisfaction in AY 2016 – 2017 even with the continued crowded classrooms, significantly overworked faculty, single tenure-track faculty responsible advising over 250 majors and all committees as well as all duties for the Program influencing the quality of education. The cohort surveyed in AY 2016 – 2017 experienced very large lab-classroom (50 - 80 seat labs) for all of their time in the Program as well as the near constant business-hour booking of these two (2) lab-classroom spaces leaving little time to utilize the equipment outside of course time.

The negative inflection in Satisfaction regarding the Program's availability of courses was noted prominently in the survey compared to the overall satisfaction with the Program. Even though the Program brings more FTES funding to the college then it costs, the program has continued to not be permitted to hire additional faculty to increase the number of sections and to reduce class sizes; this cohort of graduating students faced limited availability of courses throughout their tenure in the Program. These surveyed students also may have been responding to the cancellation by the administration of courses even though the demand for the course was seen by these students. These courses were later restored with GI 2025 funding, but after the survey was conducted, and the ill will felt by the students was registered in the survey.

In the area of Preparation, the exit survey showed only a single area more than 14% Unprepared and thus in that single area nearly 86% felt Prepared or Neutral with all other areas of Preparation being 100% Prepared or Neutral. These results indicate the graduating seniors felt prepared by the Program and their experience here in the Program.

Overall the results of the embedded Program Outcome assessment data and the Senior Exit Survey show the program is meeting the targets and goals, and the seniors have a positive experience and overall feel prepared to move forward in their careers.

The results of the assessment is distributed to and discussed with the faculty in faculty meetings. Other stakeholders (students, alumni and employers) will be provided the data through web publications.

9. Closing the Loop: Planned Program Improvement Actions

How will the assessment data and their evaluation be used to improve and/or maintain the program? Address items a, b, c, d and/or e only if they apply to this report cycle, not all items would necessarily be addressed.

a) **Planned curriculum changes for improved learning outcomes.**

For example, revising pedagogy, courses, assignments, curricula, or other learning support mechanisms.

No change in the curriculum is planned or anticipated due to assessment results. Ongoing updates to the curriculum and pedagogy are expected to continue broadening the use of high-impact practices, flipping the classroom and moving lectures online.

b) **Planned Revision of Measures or Metrics (if applicable)**

A possible revision of a measure might be to recommend a change in the assignments that are evaluated for program assessment, or the number of assignments examined, and by whom. A metric revision might be for program faculty to decide to change the "bar" for acceptable performance.

The faculty will discuss means to increase the completion of senior surveys, consider implementing measurement of Program Outcome #1 Issues, and initiate an Industry Advisory Group which may

eventually provide external assessment. The Program Curriculum Committee will review the Course to Program Outcome Matrix and will consider updating the Program's Learning Outcomes for courses, specifically starting with core freshman-level courses to articulate the outcomes of these courses to their follow-on courses in an effort to maintain cohesion within the Program.

c) Planned Revisions to Program Objectives or Learning Outcomes (if applicable)

After examining the assessment data it might be appropriate to revise one or more of the Program Objectives or Student Learning Outcomes.

No change in the currently measured Program Outcomes is planned or anticipated.

d) Changes to Assessment Schedule (if applicable)

Do the results create a need for change in your assessment schedule? Is so, please describe.

No change in the assessment schedule is planned or anticipated.

e) No Change Being Made

Indicate why the results do not call for more change at this time (for example, results indicate Benchmark is being met or exceeded). If results do not compel change or the change necessary cannot be made at this time, or other circumstance, please explain.

Although continued evolution of the assessment along with looking at the coupling of outcomes between courses in the Program, no change in the assessment plan or schedule are anticipated.

10. Information for Next Year

What learning outcome(s) are you examining next year and who will be the contact person?

The Program anticipates surveying via embedded assessments again next academic year at least the same nine (9) Program Outcomes:

2 Aesthetics
3 Abilities
4 Proficiency
5 Written
6 Oral
7 Critiquing
8 Teams
9 Process
10 Professionalism

Clarke Steinback, the only tenure-track faculty in the Program will again be charged with collecting and assembling the assessment data, and thus he will continue to be the contact person for assessment.

II. Appendices (please include any of the following that are applicable to your program)

A. Assessment Data Summaries (Details that elaborate on item 6, above.)
Data Summaries for embedded rubrics

Course		PO	Element	Average	STD	N	Percent of Students Achieving
CAGD	345	2	Animatic: Audio	2.6	0.49	12	100.0%
CAGD	345	2	Animatic: Audio	2.7	0.77	15	93.3%
CAGD	345	2	Animatic: Timing and Pacing	2.8	0.43	12	100.0%
CAGD	345	2	Animatic: Timing and Pacing	2.8	0.40	15	100.0%
CAGD	110	2	Animation	2.4	0.55	54	96.3%
CAGD	110	2	Animation	1.7	0.87	89	59.6%
CAGD	325	2	Animation	2.1	0.61	62	85.5%
CAGD	432	2	Animation	2.7	0.57	15	93.3%
CAGD	432	2	Animation Ready	2.6	0.83	31	90.3%
CAGD	345	2	Camera Shot, Angles, and Movement	2.1	0.73	24	79.2%
CAGD	345	2	Camera Shot, Angles, and Movement	2.5	0.50	27	100.0%
CAGD	110	2	Color/Value	2.0	0.68	176	77.3%
CAGD	110	2	Color/Value	1.9	0.67	501	72.5%
CAGD	110	2	Composition	2.5	0.59	80	95.0%
CAGD	110	2	Composition	2.2	0.66	502	86.7%
CAGD	331	2	Concept Design	2.4	0.84	39	87.2%
CAGD	432	2	Control Curves Setup	2.0	0.90	27	74.1%
CAGD	230	2	Critical Thinking - Aesthetics and Creativity	2.6	0.61	111	95.5%
CAGD	420	2	Critical Thinking - Content and Aesthetics	2.0	0.76	35	77.1%
CAGD	330	2	Critical Thinking - Content and Aesthetics	2.1	0.76	64	75.0%
CAGD	112	2	Depth of Field	2.6	0.77	49	93.9%
CAGD	112	2	Depth of Field	2.9	0.41	42	97.6%
CAGD	112	2	Exposure	2.7	0.55	92	97.8%
CAGD	112	2	Exposure	2.7	0.69	84	91.7%
CAGD	445	2	File Submission	2.8	0.37	6	100.0%
CAGD	240	2	Key Poses	1.9	0.62	26	76.9%
CAGD	325	2	Key Poses	2.1	0.72	30	80.0%
CAGD	112	2	Lighting and Exposure	2.5	0.61	135	94.1%
CAGD	112	2	Lighting and Exposure	2.5	0.60	113	94.7%
CAGD	345	2	Organization and Presentation	2.9	0.34	29	100.0%
CAGD	240	2	Personality	1.8	0.61	27	77.8%
CAGD	325	2	Personality	2.0	0.52	30	86.7%
CAGD	340	2	Personality	2.4	0.50	159	99.4%
CAGD	112	2	Posing -Expression and Body Language	2.5	0.50	44	100.0%
CAGD	112	2	Posing -Expression and Body Language	2.8	0.41	37	100.0%
CAGD	230	2	Rendering	2.4	0.59	81	97.5%
CAGD	331	2	Rendering	1.7	0.95	20	55.0%
CAGD	330	2	Rendering	2.0	0.75	64	76.6%
CAGD	110	2	Sharpness	2.1	0.75	176	81.3%
CAGD	110	2	Sharpness	2.4	0.69	503	89.5%
CAGD	112	2	Source Images	2.7	0.46	44	100.0%
CAGD	112	2	Source Images	2.4	0.68	38	94.7%
CAGD	240	2	Staging	1.7	0.75	53	52.8%
CAGD	340	2	Staging	2.3	0.49	159	98.7%
CAGD	117	2	Staging	2.0	0.74	1,343	78.9%
CAGD	445	2	Staging Composition	2.2	0.69	6	83.3%
CAGD	110	2	Story	2.8	0.46	80	97.5%
CAGD	110	2	Story	2.4	0.71	502	88.0%
CAGD	445	2	Story Edit	2.7	0.47	6	100.0%
CAGD	345	2	Storyboard: Camera Shots & Angles	2.4	0.64	12	91.7%

CAGD	345	2	Storyboard: Camera Shots & Angles	2.3	0.44	15	100.0%
CAGD	345	2	Storyboard: Character	2.8	0.37	12	100.0%
CAGD	345	2	Storyboard: Character	2.8	0.40	15	100.0%
CAGD	345	2	Storyboard: Lighting & Shading	2.4	0.76	12	83.3%
CAGD	345	2	Storyboard: Lighting & Shading	2.7	0.47	15	100.0%
CAGD	345	2	Storyboard: Setting & Props	2.5	0.50	12	100.0%
CAGD	345	2	Storyboard: Setting & Props	2.6	0.49	15	100.0%
CAGD	110	2	Texture	1.9	0.71	176	71.0%
CAGD	110	2	Texture	1.9	0.67	501	72.9%
CAGD	230	2	Texturing	2.4	0.61	111	94.6%
CAGD	330	2	Texturing	1.6	0.82	64	51.6%
CAGD	432	2	Video Demo Reel	2.1	0.91	29	75.9%
CAGD	112	2	Visual Content	2.7	0.67	35	94.3%
CAGD	112	2	Visual Content	2.8	0.44	47	97.9%
CAGD	112	2	Visually Compelling/Composition	2.0	0.60	92	84.8%
CAGD	112	2	Visually Compelling/Composition	2.2	0.68	84	89.3%
		2	**Average**	2.4	0.62	7,116	88.3%
CAGD	117	3	Animatic/Storyboard	2.1	0.82	1,343	77.8%
CAGD	112	3	Blending Images Together	2.2	0.52	44	95.5%
CAGD	112	3	Blending Images Together	1.8	0.54	38	76.3%
CAGD	325	3	Camera Composition	2.0	0.71	62	75.8%
CAGD	331	3	Camera Settings and Rendering	2.2	0.69	40	87.5%
CAGD	170	3	Content & Proficiency	1.7	1.08	49	53.1%
CAGD	170	3	Content: Dramatic Elements	1.3	1.27	30	50.0%
CAGD	110	3	Creativity	1.9	0.63	54	75.9%
CAGD	112	3	Digital Darkroom	2.3	0.67	268	89.9%
CAGD	112	3	Digital Darkroom	2.2	0.71	239	85.8%
CAGD	331	3	Form and Proportions	2.4	0.86	60	88.3%
CAGD	432	3	Functionality of the Rig	1.7	0.84	27	63.0%
CAGD	330	3	High-Poly Modeling	2.2	1.04	32	71.9%
CAGD	432	3	IK Setup	2.3	0.80	14	78.6%
CAGD	432	3	Joint Placement	2.9	0.38	27	96.3%
CAGD	230	3	Lighting	2.5	0.65	81	96.3%
CAGD	331	3	Lighting	1.5	0.88	19	52.6%
CAGD	420	3	Lighting	2.1	0.78	36	77.8%
CAGD	330	3	Lighting	1.9	0.75	64	71.9%
CAGD	330	3	Low-Poly Modeling	2.0	1.08	64	62.5%
CAGD	331	3	Map Baking	1.9	1.24	20	65.0%
CAGD	330	3	Map Baking	2.3	1.02	63	74.6%
CAGD	112	3	Merging Images	2.1	0.94	42	81.0%
CAGD	112	3	Merging Images	2.5	0.66	42	90.5%
CAGD	325	3	Mocap Animation	1.8	0.63	61	70.5%
CAGD	230	3	Modeling & Overall Geometry	2.4	0.72	111	91.9%
CAGD	331	3	Overall Geometry	2.2	0.81	21	76.2%
CAGD	112	3	Project Guidelines	2.3	0.60	269	92.9%
CAGD	112	3	Project Guidelines	2.1	0.51	239	94.6%
CAGD	117	3	Readability of Story	2.1	0.78	1,343	80.5%
CAGD	230	3	Scene Interaction	2.9	0.54	30	96.7%
CAGD	117	3	Shot Framing	2.0	0.74	1,343	77.0%
CAGD	345	3	Story: Beat Sheet	2.7	0.47	12	100.0%
CAGD	345	3	Story: Beat Sheet	2.5	0.81	15	93.3%
CAGD	345	3	Story: Logline	2.6	0.49	12	100.0%
CAGD	345	3	Story: Logline	2.6	0.80	15	93.3%
CAGD	345	3	Storyboard Language	1.7	0.90	24	62.5%

CAGD	345	3	Storyboard Language	2.2	0.75	26	80.8%
CAGD	331	3	Textures	1.8	0.90	60	65.0%
CAGD	110	3	Translation	2.0	0.60	96	89.6%
CAGD	230	3	UV Mapping	2.6	0.69	111	93.7%
CAGD	331	3	UV Mapping	1.8	0.88	60	66.7%
CAGD	420	3	UV Mapping	2.1	0.78	36	72.2%
CAGD	330	3	UV Mapping	2.1	0.95	64	68.8%
CAGD	432	3	Weighting	1.9	0.96	42	69.0%
		3 Average		2.1	0.78	6,748	79.4%
CAGD	117	4	All Four Components Match	2.0	0.85	1,343	79.4%
CAGD	345	4	Animatic: Visual Continuity	2.6	0.49	12	100.0%
CAGD	345	4	Animatic: Visual Continuity	2.8	0.40	15	100.0%
CAGD	345	4	Continuity	2.5	0.58	24	95.8%
CAGD	345	4	Continuity	2.9	0.33	55	100.0%
CAGD	117	4	Continuity	2.0	0.85	1,343	74.4%
CAGD	345	4	Document Consistency	3.0	-	12	100.0%
CAGD	345	4	Document Consistency	2.9	0.34	15	100.0%
CAGD	170	4	Elements	1.2	0.96	32	46.9%
CAGD	240	4	Principles of Animation	1.8	0.64	53	77.4%
CAGD	340	4	Principles of Animation	2.2	0.54	159	92.5%
CAGD	325	4	Storytelling	1.7	0.96	31	67.7%
CAGD	345	4	Visual Comprehension	2.5	0.57	28	96.4%
CAGD	345	4	Visual Continuity	2.8	0.41	28	100.0%
CAGD	345	4	Visually Communicates Story	2.1	0.78	24	83.3%
CAGD	345	4	Visually Communicates Story	2.6	0.62	27	92.6%
CAGD	112	4	Visually Compelling	2.1	0.62	177	88.1%
CAGD	112	4	Visually Compelling	2.0	0.66	155	81.3%
		4 Average		2.3	0.59	3,533	87.5%
CAGD	345	5	Beat Sheet	2.8	0.39	26	100.0%
CAGD	345	5	Beat Sheet	2.6	0.50	27	100.0%
CAGD	170	5	Blog Content	2.3	0.67	34	88.2%
CAGD	230	5	Blog Content	2.4	0.72	149	87.9%
CAGD	345	5	Content	2.2	0.62	29	89.7%
CAGD	345	5	Document Formatting	2.5	0.85	50	88.0%
CAGD	345	5	Document Formatting	2.9	0.35	55	100.0%
CAGD	170	5	Document Formatting	2.4	0.90	162	84.6%
CAGD	345	5	Explanation, Examples and Insight	2.7	0.48	50	98.0%
CAGD	345	5	Explanation, Examples and Insight	3.0	0.13	55	100.0%
CAGD	170	5	Explanation, Examples and Insight	1.3	1.13	32	50.0%
CAGD	345	5	Grammar & Spelling	2.5	0.69	62	91.9%
CAGD	345	5	Grammar & Spelling	2.9	0.32	70	100.0%
CAGD	170	5	Grammar & Spelling	3.0	0.16	196	100.0%
CAGD	345	5	Grammar and Style	2.8	0.61	29	96.6%
CAGD	345	5	Logline	2.8	0.36	26	100.0%
CAGD	345	5	Logline	2.7	0.44	27	100.0%
CAGD	112	5	Paper	2.7	0.47	44	100.0%
CAGD	112	5	Paper	3.0	-	38	100.0%
CAGD	345	5	Plot Summary	2.8	0.42	26	100.0%
CAGD	345	5	Plot Summary	2.5	0.69	27	96.3%
CAGD	112	5	Reflective Commentary/Analysis	2.5	0.52	206	99.0%
CAGD	345	5	Sources and Evidence	2.2	1.01	29	86.2%
CAGD	345	5	Spelling and Grammar	2.8	0.38	28	100.0%
CAGD	345	5	Story Development	2.7	0.52	28	96.4%
CAGD	345	5	Story: Plot Summary	2.4	0.86	12	91.7%

CAGD	345	5	Story: Plot Summary	2.0	1.03	15	73.3%
CAGD	112	5	Writing Conventions: Formatting, Grammar, and Spelling	2.9	0.39	206	98.5%
CAGD	345	5	Writing Organization	2.9	0.55	29	96.6%
		5 Average		2.6	0.56	1,767	93.5%
CAGD	345	6	Body language	1.8	0.70	57	66.7%
CAGD	345	6	Body language	1.9	0.62	15	73.3%
CAGD	170	6	Body language	2.2	0.42	18	100.0%
CAGD	230	6	Body language	2.6	0.48	28	100.0%
CAGD	117	6	Body language	2.0	0.70	3,714	79.6%
CAGD	493	6	Body Language and Poise	2.4	0.58	2,402	95.2%
CAGD	445	6	Content & Knowledge	2.3	0.66	29	89.7%
CAGD	493	6	Content & Knowledge	2.4	0.62	2,402	93.2%
CAGD	345	6	Distracting mannerisms	3.0	0.13	57	100.0%
CAGD	345	6	Distracting mannerisms	3.0	-	15	100.0%
CAGD	170	6	Distracting mannerisms	3.0	-	18	100.0%
CAGD	230	6	Distracting mannerisms	2.9	0.26	28	100.0%
CAGD	117	6	Enthusiasm	2.0	0.75	3,714	75.8%
CAGD	345	6	Hesitations, other voice habits	2.8	0.41	57	100.0%
CAGD	345	6	Hesitations, other voice habits	2.7	0.44	15	100.0%
CAGD	170	6	Hesitations, other voice habits	2.4	0.50	18	100.0%
CAGD	230	6	Hesitations, other voice habits	2.4	0.48	28	100.0%
CAGD	345	6	Maintaining eye contact	2.7	0.46	57	100.0%
CAGD	345	6	Maintaining eye contact	2.9	0.25	15	100.0%
CAGD	170	6	Maintaining eye contact	3.0	-	18	100.0%
CAGD	230	6	Maintaining eye contact	2.9	0.26	28	100.0%
CAGD	493	6	Maintaining Eye Contact	2.4	0.63	2,402	92.0%
CAGD	117	6	Maintaining eye contact	2.1	0.72	3,714	79.3%
CAGD	445	6	Organization & Structure	2.7	0.58	29	93.1%
CAGD	493	6	Organization & Structure	2.5	0.55	2,402	97.7%
CAGD	493	6	Overall Rating	2.5	0.57	2,402	96.6%
CAGD	445	6	Performance/Animation	2.0	0.82	6	66.7%
CAGD	345	6	Poise	2.2	0.41	57	100.0%
CAGD	345	6	Poise	2.2	0.40	15	100.0%
CAGD	170	6	Poise	2.1	0.31	18	100.0%
CAGD	230	6	Poise	2.1	0.35	28	100.0%
CAGD	117	6	Poise	2.0	0.72	3,714	76.2%
CAGD	493	6	Speaking	2.4	0.62	2,402	93.3%
CAGD	345	6	Voice Volume, Enunciation & Speed	2.2	0.39	57	100.0%
CAGD	345	6	Voice volume, enunciation & speed	2.3	0.44	15	100.0%
CAGD	170	6	Voice volume, enunciation & speed	2.8	0.53	18	94.4%
CAGD	230	6	Voice volume, enunciation & speed	2.7	0.45	28	100.0%
CAGD	445	6	Voice Volume, Enunciation & Speed	2.2	0.68	29	86.2%
CAGD	117	6	Voice volume, enunciation & speed	2.2	0.69	3,714	83.5%
		6 Average		2.4	0.48	33,783	93.1%
CAGD	112	7	Commentary	1.7	1.16	250	61.2%
CAGD	230	7	Commentary	2.2	1.18	81	75.3%
CAGD	170	7	Content: Game Analysis	1.9	0.81	30	63.3%
CAGD	112	7	Discussion Commentary	2.0	1.05	275	75.3%
CAGD	345	7	Shot Analysis	2.1	1.11	28	78.6%
CAGD	112	7	Textual Content	2.5	0.55	35	97.1%
CAGD	112	7	Textual Content	2.8	0.44	47	97.9%
CAGD	345	7	Writing Content	2.9	0.57	29	96.6%
		7 Average		2.3	0.86	775	80.7%

CAGD	325	8	Teamwork	2.2	0.71	31	90.3%
		8	**Average**	2.2	0.71	31	90.3%
CAGD	170	9	Basic game information & target audience	2.7	0.44	19	100.0%
CAGD	230	9	Blog Post & Progress	2.7	0.63	149	92.6%
CAGD	420	9	Camera & Rendering	2.1	0.62	36	83.3%
CAGD	325	9	Camera & Rendering	2.6	0.77	62	82.3%
CAGD	112	9	Document Organization	2.9	0.23	35	100.0%
CAGD	112	9	Document Organization	2.7	0.64	47	89.4%
CAGD	345	9	Document Submission	2.8	0.43	12	100.0%
CAGD	345	9	Document Submission	2.8	0.40	15	100.0%
CAGD	170	9	File Naming	2.8	0.72	161	93.8%
CAGD	432	9	File Organization and Formats	2.9	0.40	58	96.6%
CAGD	112	9	File Structure	2.7	0.55	269	95.9%
CAGD	112	9	File Structure	2.8	0.51	201	97.0%
CAGD	112	9	File Structure & Layer Organization	2.8	0.36	38	100.0%
CAGD	230	9	File Structure and Formats	2.5	0.64	111	91.9%
CAGD	331	9	File Structures and Formats	2.1	0.97	60	65.0%
CAGD	420	9	File Structures and Formats	2.5	0.88	53	77.4%
CAGD	325	9	File Structures and Formats	2.6	0.79	123	82.1%
CAGD	330	9	File Structures and Formats	3.0	-	32	100.0%
CAGD	110	9	File Submission	2.8	0.48	230	97.8%
CAGD	110	9	File Submission	2.9	0.49	505	95.6%
CAGD	240	9	File Submission	2.9	0.46	53	98.1%
CAGD	340	9	File Submission	2.9	0.25	159	99.4%
CAGD	230	9	First Post	2.7	0.69	81	88.9%
CAGD	170	9	Game Title and Core Game Mechanic	2.9	0.22	19	100.0%
CAGD	230	9	Model Export and Import	2.6	0.66	30	96.7%
CAGD	432	9	Outliner Organized	2.4	0.68	27	88.9%
CAGD	230	9	Progress	2.6	0.58	76	94.7%
CAGD	493	9	Quality of Work	2.5	0.61	2,402	94.3%
CAGD	230	9	Reply Posts	2.4	1.16	81	81.5%
CAGD	345	9	Scene and Shot Numbers	2.6	0.77	23	91.3%
CAGD	345	9	Scene and Shot Numbers	2.4	0.73	27	92.6%
CAGD	230	9	Scene Organization	2.4	0.62	111	92.8%
CAGD	331	9	Scene Organization	2.6	0.83	41	82.9%
CAGD	420	9	Scene Organization	2.8	0.42	17	100.0%
CAGD	330	9	Scene Organization	2.6	0.69	64	90.6%
CAGD	345	9	Script Execution and Formatting	2.1	0.64	28	85.7%
CAGD	345	9	Script: Execution and Formatting	2.4	0.64	12	91.7%
CAGD	345	9	Script: Execution and Formatting	2.4	0.61	15	93.3%
CAGD	345	9	Storyboard: Language	2.6	0.49	12	100.0%
CAGD	345	9	Storyboard: Language	2.1	0.72	15	80.0%
CAGD	110	9	Task Management	2.5	0.68	134	91.0%
CAGD	110	9	Task Management	2.0	0.77	214	73.8%
CAGD	240	9	Task Management	2.0	0.57	53	88.7%
CAGD	445	9	Task Management	2.2	0.69	6	83.3%
CAGD	340	9	Task Management	2.5	0.51	159	99.4%
CAGD	170	9	Team Name, Member Names, Member Roles	3.0	-	19	100.0%
CAGD	112	9	Web Gallery	2.8	0.52	178	96.6%
CAGD	112	9	Web Gallery	2.7	0.70	200	89.5%
		9	**Average**	2.6	0.58	6,472	91.8%
CAGD	445	10	Art Direction	2.2	0.69	6	83.3%
CAGD	230	10	Organization	2.8	0.51	76	97.4%
CAGD	230	10	Organization - Professional	2.8	0.49	73	98.6%

CAGD	345	10	Professionalism - Blog			2.5	0.62	29	93.1%
CAGD	230	10	Professionalism - Blog			2.7	0.52	149	98.0%
CAGD	112	10	Professionalism - ePortfolio			3.0	0.10	206	100.0%
CAGD	117	10	Professionalism - Post			2.1	0.96	1,343	76.8%
CAGD	112	10	Usability and Accessibility: Site Navigation, Text Elements, Layout, and Color			2.8	0.44	206	97.6%
		10 Average				2.6	0.54	2,088	93.1%
		Grand Average				2.4	0.61	62,313	88.6%

Data Summaries for ECC Graduating Senior Survey

Senior Exit Survey - Educational Satisfaction Responses AY 2016-2017			Dissatisfied 1+2	Neither 3	Satisfied 4+5	Total	Average STDEV
Scale: 1=Very Dissatisfied 5=Very Satisfied							
Q15	Satisfaction with quality of teaching by faculty in your department.	Count	-	-	8.00	8	4.63
		%	0.0%	0.0%	100.0%	100.0%	0.52
Q16	Satisfaction with your overall experience at Chico State.	Count	-	2.00	6.00	8	3.88
		%	0.0%	25.0%	75.0%	100.0%	0.64
Q17	Satisfaction with access to faculty in your department.	Count	3.00	1.00	4.00	8	3.25
		%	37.5%	12.5%	50.0%	100.0%	1.49
Q18	Satisfaction with availability of courses in your department.	Count	4.00	2.00	2.00	8	2.75
		%	50.0%	25.0%	25.0%	100.0%	1.28
Q19	Satisfaction with quality of courses in your department.	Count	-	1.00	7.00	8	4.00
		%	0.0%	12.5%	87.5%	100.0%	0.53
Q20	Satisfaction with access to laboratory facilities and equipment.	Count	1.00	1.00	6.00	8	4.00
		%	12.5%	12.5%	75.0%	100.0%	1.07
Q21	Satisfaction with quality of laboratories and equipment.	Count	2.00	2.00	4.00	8	3.25
		%	25.0%	25.0%	50.0%	100.0%	0.89
Q22	Satisfaction with access to computer facilities.	Count	1.00	1.00	6.00	8	3.75
		%	12.5%	12.5%	75.0%	100.0%	0.89
Q23	Satisfaction with quality of computer facilities.	Count	2.00	-	6.00	8	3.88
		%	25.0%	0.0%	75.0%	100.0%	1.25
Q24	Satisfaction with academic advising from your major adviser.	Count	1.00	3.00	4.00	8	3.63
		%	12.5%	37.5%	50.0%	100.0%	1.41
Q25	Satisfaction with academic advising from the University Advising Office.	Count	-	2.00	6.00	8	4.00
		%	0.0%	25.0%	75.0%	100.0%	0.76
Q26	Satisfaction with career information from your department.	Count	-	-	8.00	8	4.50
		%	0.0%	0.0%	100.0%	100.0%	0.53
Q27	Satisfaction with availability of General Education courses.	Count	2.00	-	6.00	8	3.63
		%	25.0%	0.0%	75.0%	100.0%	1.06
Q28	Satisfaction with quality of General Education courses.	Count	-	3.00	4.00	7	3.71
		%	0.0%	42.9%	57.1%	100.0%	0.76
Q29	Satisfaction with overall quality of your education.	Count	-	1.00	7.00	8	4.50
		%	0.0%	12.5%	87.5%	100.0%	0.76
Q30	Satisfaction with your overall experience at Chico State.	Count	-	2.00	6.00	8	4.13
		%	0.0%	25.0%	75.0%	100.0%	0.83
Q45	I would recommend my major program at CSU, Chico to others.	Count	2.00	1.00	5.00	8	3.63
		%	25.0%	12.5%	62.5%	100.0%	1.51

Senior Exit Survey - Preparation Responses AY 2016-2017			Unprepared 1+2	Neither 3	Prepared 4+5	Total	Average STDEV
Scale: 1=Very Unprepared 5=Very Well Prepared							
Q31	Preparation: Apply knowledge to solve problems	Count	-	3.00	5.00	8	3.88
		%	0.0%	37.5%	62.5%	100.0%	0.83

Q32	Preparation: Design and conduct experiments	Count	1.00	1.00	5.00	7	3.86
		%	14.3%	14.3%	71.4%	100.0%	1.07
Q33	Perceived preparedness to analyze, assess, and interpret data/results from test procedures.	Count	-	1.00	7.00	8	4.25
		%	0.0%	12.5%	87.5%	100.0%	0.71
Q34	Perceived preparedness to design a component or system to meet desired needs.	Count	-	1.00	7.00	8	4.13
		%	0.0%	12.5%	87.5%	100.0%	0.64
Q35	Perceived preparedness to function in a multidisciplinary team.	Count	-	2.00	6.00	8	4.13
		%	0.0%	25.0%	75.0%	100.0%	0.83
Q36	Perceived preparedness to identify, formulate and solve technical problems.	Count	-	1.00	7.00	8	4.13
		%	0.0%	12.5%	87.5%	100.0%	0.64
Q37	Perceived preparedness to communicate technical matters in writing.	Count	-	2.00	6.00	8	4.13
		%	0.0%	25.0%	75.0%	100.0%	0.83
Q38	Perceived preparedness to communicate technical matters orally.	Count	-	1.00	7.00	8	4.38
		%	0.0%	12.5%	87.5%	100.0%	0.74
Q39	Perceived preparedness to understand and apply professional and ethical principles.	Count	-	3.00	5.00	8	4.00
		%	0.0%	37.5%	62.5%	100.0%	0.93
Q40	Perceived preparedness to understand contemporary issues facing society.	Count	-	2.00	6.00	8	4.00
		%	0.0%	25.0%	75.0%	100.0%	0.76
Q41	Perceived preparedness to use modern tools and technology.	Count	-	1.00	7.00	8	4.25
		%	0.0%	12.5%	87.5%	100.0%	0.71
Q42	Preparation: Enter the workplace	Count	-	1.00	7.00	8	4.25
		%	0.0%	12.5%	87.5%	100.0%	0.71
Q43	Perceived preparedness to continue learning.	Count	-	1.00	7.00	8	4.50
		%	0.0%	12.5%	87.5%	100.0%	0.76
Q44	I would recommend my major program at CSU, Chico to others.	Count	-	-	8.00	8	4.63
		%	0.0%	0.0%	100.0%	100.0%	0.52

B. Measurement Instruments (Rubrics, Surveys, etc.)

Embedded Rubric Elements

Outcome #2   **Apply aesthetic judgments and critical thinking skills to art and graphics related issues. (Aesthetic)**

	Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Cou rse
		Value	0	1	2	3	
2	Animatic: Audio	Was audio chosen and timed appropriately to communicate the story effectively?	Audio was not used or was significantly inappropriately chosen or placed.	Audio was utilized somewhat but lacking in appropriateness, timing and/or quality.	Audio was utilized but could have improved in appropriateness, timing and/or quality to better compliment the story.	Audio (voices, music, sound effects) was chosen and timed appropriately, adding to the overall experience and communication of the story.	345
2	Animatic: Timing and Pacing	Does the animatic employ an appropriate number of panels with limited animation and accurate timing and pacing to effectively and clearly communicate and follow the story?	Too few panels are utilized and timing and pacing are ineffective.	Limited panels are utilized in the animatic and timing and pacing need significant improvement.	Timing and pacing of animatic is evident but could be improved in some areas and/or requires addition or deletion of panels to more effectively communicate the story.	Story is communicated effectively through the animatic, employs an appropriate amount of panels with limited animation and accurately accounts for timing and pacing of short.	345
2	Animation	Simple animation that shows off the basic functionality of the rig.	Had no animation.	Animation had minor problem. Animation was hard to understand.	Animation was good. Shows off functionality.	Animation was great. Shows off functionality perfectly	110 325 432
2	Animation Ready	The proper animation controls and attributes are ready for the animator.	Didn't lock and hide unwanted controls and attributes. Didn't use display layers to hide blendshapes.	Locked and hid some unwanted controls and attributes.. Didn't use display layers to hide blendshapes.	Forgot to Lock and hide one or two unwanted controls and attributes.	The proper animation controls and attributes are ready for the animator.	432

2	Camera Shot, Angles, and Movement	Were the chosen camera shot, angle and movement (if necessary) effective to communicate the story.	Chosen camera elements are unacceptable to communicate the story effectively, lacking dynamic visualization.	Camera elements chosen are not dynamic and poorly communicate the story needing significant improvement.	Chosen camera elements are acceptable but could use improvement.	Camera elements chosen communicate the story well, establishing story structure, continuity, and visual effectiveness.	345
2	Color/Value	Is their enough variety of color and value in your image to create a feeling of dimensionality?	Color is applied thoughtlessly, flat, and/or is distracting from the image.	Color is explored but may seem minimal, blotchy or distracting.	Color enhances dimensionality and readability of the scene with little to no issues.	Color application is clear and intuitive, successfully enhancing illusion as well as mood.	110
2	Composition	Did the student utilize composition principles to create the scene?	Little to no consideration for determining an appropriate composition for the scene.	Seemingly aware of the arrangement of subject matter within image.	Placement of subject matter and camera supports the overall composition of the scene.	Placement of subject matter and camera clearly and effectively supports the construct of the scene as well as energizes the conceptual meaning.	110
2	Concept Design	Did the student utilize concept design appropriately for the 3D model?	Little to no consideration for determining an appropriate design of the 3D model.	Followed the basic concept design for the 3D model. (Followed tutorial only)	Followed the basic concept design with some unique design characteristics for the 3d model.	Used a unique or Exceptional concept design to facilitate a 3D model.	331
2	Control Curves Setup	The proper animation controls and attributes are ready for the animator.	Didn't lock and hide unwanted controls and attributes. Didn't use display layers	Locked and hid some unwanted controls and attributes.. Didn't use display layers	Forgot to Lock and hide one or two unwanted controls and attributes.	The proper animation controls and attributes are ready for the animator.	432

2	Critical Thinking - Aesthetics and Creativity	Are all models in the scene appropriate for the concept and arranged in Unity to demonstrate cohesiveness and a communicated meaning and composition?	Little to no consideration for determining an appropriate composition for the scene. The scene did not effectively communicate a story and is unsupportive of the chosen game concept.	Scene composition minimally communicates a story and a likeness to the game concept and contains several inconsistencies/errors along with little relative proportionality and artistic concept, creating an environment that is minimally cohesive.	Scene composition communicates an effective color scheme, story and a likeness to the game concept with most buildings in the scene being proportional and following the same artistic concept with few inconsistencies.	Scene composition communicates a story and a likeness to the game concept with all buildings exhibiting proportionality, following the same artistic concept and are arranged to create a cohesive environment fitting with the overall game concept.	230
2	Critical Thinking - Content and Aesthetics	Did the student utilize concept design appropriately for the 3D model?	Little to no consideration for determining an appropriate design of the 3D model.	The model falls short of the assignment, shows a lack of planning and little evidence of overall aesthetics. Overall model is too simplified and needed more detail.	Basic concept design with some unique design characteristics for the 3d model, but lacking elements that would make it standout from the rest.	Overall design and attention to detail to facilitate a great looking 3D model	330 420

2	Depth of Field	Does the photo demonstrate the use of depth of field components to achieve a shallow depth of field while maintaining a clear point of focus?	Shallow depth of field is not present in the photo.	Point of focus is unclear, shallow depth of field is not well demonstrated.	DOF components were utilized but could have been improved to contain a shallower depth of field or a clearer point of focus.	DOF components were utilized to provide excellent shallow depth of field and point of focus, demonstrating understanding of the relationship between aperture, focal length, and distance from the subject.	112
2	Exposure	Did students consider and utilize value appropriately for their subject matter?	Did not take value into consideration.	Value implemented incorrectly or value should have been utilized better.	Value was considered and implemented appropriately.	Superior - careful attention to detail, value well executed.	112
2	File Submission	Did you turn in the requested type of file in the right place and were the compression settings and file name correct?	File submitted in incorrect format or in incorrect folder.	File submitted in correct format and location but with incorrect compression settings.	File submitted correctly but with incorrect filename.	File submitted with all the desired settings accounted to.	445
2	Key Poses		Few poses, no clear understanding to what the character is thinking/doing.	Some attention to silhouette but poses are difficult to read.	Poses are strong but need further refinement.	Solid poses, movements reads well.	240 325

2	Lighting and Exposure	Did they consider and utilize lighting and value appropriately for their subject matter.	Did not take lighting into consideration	Lighting implemented incorrectly or alternative lighting should have been used.	Lighting was considered and implemented appropriately, but could use some improvement.	Lighting well executed.	112
2	Organization and Presentation	Is the blog well organized and presented, utilizing appropriate aesthetics such as background and textual attributes and navigational elements?	The blog is not well presented or organized.	The blog needs significant improvement to be well organized and presented, lacking significantly in aesthetics and site navigation.	The blog could be improved in regard to some organization, presentation, and aesthetic attributes.	The blog is well organized and presented, pleasing to navigate, and contains appropriate aesthetics including textual attributes and background.	345
2	Personality	Effectively performance of personality.	incoherent performance.	Some actions of the character are overall still vague. Little to no thought put into motives/subtext.	Clear understanding of personality, could use a bit more though into subtext/secondary action.	Convincing performance.	240 325 340
2	Posing - Expression and Body Language	Does the pose make a powerful statement about attitude and personality of the subject.	No consideration to characterization of subject	Unable to effectively present characterization of subject.	Characterization was considered and implemented appropriately of subject .	Characterization of subject was well executed.	112
2	Rendering	How well and skillfully was camera & rendering tools used?	Did you even pay attention in class?	Did not use production render settings. The render shows limited use or knowledge of render setting tools.	The scene shows an awareness of using rendering tools but has one error.	Rendering settings are well executed. Proper resolutions and antialiasing settings.	230 330 331

2	Sharpness	How well is your brushing technique? Are the edges blurry and out of focus or sharp and dynamic?	Brushing is muddled and/or blurry. Objects and textures are indistinguishable.	Brushing is satisfactory with considerable errors or blurriness.	Image is cleanly painted with little to no blurry areas.	An ode to airbrushing, every component is rendered clearly and accurately.	110
2	Source Images	Images that are effectively used in the final composition. Exposure, lighting and composition.	None of the source images are not Implemented correctly.	Exposure, lighting and composition was not well considered or executed.	Exposure, lighting and composition was considered and implemented appropriately with no or few errors.	Superior - careful attention to detail, well executed.	112
2	Staging		Composition is unattended to, minimal use of camera and/or camera is disruptive to the story.	Composition is considered with little to no camera changes and/or considerable compositional issues.	Scenes are staged and delivered in a natural and readable manner consistent with the story.	Each scene is taken into careful consideration, supporting the story artistically as well as visually.	117 240 340
2	Staging Composition	How well did you think of the overall subject placement in your image?	Composition is distracting and/or draws attention away from subject matter.	Composition offers satisfactory results but space is minimally explored.	Composition is well thought out, balancing space and subject equally.	A defiantly successful breaking of all the rules, a composition Picasso wo	445
2	Story	Does the subject matter in your image bring together a cohesive story or do they feel random and unassociated.	composition does not seem to make any effort towards maintaining a narrative.	Subject matter delivers subtle evidence of association and thus an effort towards a narrative.	A narrative is clear expressed in the selection and presentation of the subject matter.	Subject matter and composition work together in a successful union to create an image worthy of a children's book.	110

2	Story Edit	Does the piece deliver a cohesive story or does it feel random and unassociated.	Story development does not seem to make any effort towards maintaining a narrative.	Story delivers evidence of a cohesive development but may read as rushed, slow, jumpy or scattered.	A narrative is clearly expressed in the selection and presentation of the shots delivered.	Subject matter and composition work together in a successful union to create an exceptional storytelling experience.	445
2	Storyboard: Camera Shots & Angles	Are a variety of camera angles, shots, and movement used appropriately to effectively communicate the story?	Camera angle and type of shot utilized were unacceptable to communicate the story effectively distracting the viewer from the story.	Limited range of camera angle and shot, resulting in poor communication of story and needs significant improvement to effectively communicate the story.	Camera angle and type of shot required to communicate story were acceptable but some could use some improvement and be revised for clarity and purpose.	A variety of camera shots/angles are used, that enhance and clearly and effectively communicate the story.	345
2	Storyboard: Character	Is the main character clearly identified and is their visual representation and actions well-matched to their actions in the story?	It is difficult to tell who the main character is and what their actions are in the story.	The main character is identified, but significant visual improvement is needed and their actions are too general to their actions in the story.	The main character is identified, and their actions match their actions in the story fairly well but could use improvement.	The main character is clearly visually identified and their actions are well-matched to their actions in the story.	345
2	Storyboard: Lighting & Shading	Are lighting and shading in panels consistently utilized and do they effectively capture and enhance the mood/tone of the scene with a valid and consistent light source?	Panels are shaded not shaded at all.	Lighting and shading are used minimally, detract from the clarity of the scene and/or do not match the mood of the scene. Light sources are inconsistent.	Lighting and shading of panels capture the mood/tone of most scenes.Light sources are somewhat inconsistent within a scene.	Lighting and shading of panels effectively captures and enhances the mood/tone of the each scene. Light sources are consistent within each scene.	345

2	Storyboard: Setting & Props	Are settings and props utilized and directly related to the purpose of and enhance understanding of the story?	Setting and props are sparsely utilized and/or seem randomly chosen and/or distract the viewer/reader.	Setting and props are somewhat utilized and/or are only generally related to the purpose of the story.	Setting and props are directly related to the purpose of the story but could be improved.	Setting and props are directly related to the purpose of the story and enhance understanding of the scene(s).	345
2	Texture	Did you research and apply appropriate textures to your objects?	No textures or textures are distracting from the objects that they surface.	Textures are missing in portions of the image or have considerable inconsistencies.	Textures reinforce all components of the image with little to no distortion.	A superior exhibition of texturing that is compliant with lighting as well as perspective.	110
2	Texturing	Did the student consider and utilize textures appropriately for scene? Color, specular, reflection, bump, normal and/or displacement.	Did not take textures into consideration or poorly executed	Textures implemented incorrectly or alternative textures should have been used.	Adequate textures were considered and implemented appropriately.	Superior - all textures well executed.	230 330
2	Video Demo Reel	Created a video showing the functionality of the rig.	"Poorly showed the functionality of the rig in the video or didn't create a video."	Partially (70%) showed the functionality of the rig in the video.	Showed 90% of the functionality of the rig in the video.	Showed all of the functionality of the rig in the video.	432
2	Visual Content	Do the images display elements of composition as described in the assignment?	No visual content is present.	Many images do not display elements of composition relative to the assignment.	Some images are lacking in elements of composition pertaining to examples as described in the assignment	Images display elements of composition containing examples as described in the assignment	112

			Unacceptable	Marginal	Acceptable	Exceptional	
2	Visually Compelling/Composition	Are principles of composition utilized successfully to create a visually compelling image?	Did not take visual elements or principles of composition into consideration.	Utilized 1 or 2 of the principles of composition of visual elements, but not well considered or executed.	Collaboration of visual elements and principles of composition implemented but could use some improvement.	Careful implementation of collaboration of principles of composition and visual elements.	112

Outcome #3		**Demonstrate mastery of specific technical, conceptual and critical abilities within computer graphics and the mixed media. (Abilities)**					
	Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Course
		Value	0	1	2	3	
3	Animatic/Storyboard		Hard to tell what is going on. Images are drawn poorly and ideas are boring.	Missing a few required images to be complete. Rough drawings and labels; drawn from only one POV.	Drawings are somewhat original and expressive; drawing are easy to read.	Original idea communicated clearly and precisely; drawn with an interesting POV.	117
3	Blending Images Together	Blending of visual elements together in a seamless blend.	Blending of visual elements together was not achieved.	Blending of visual elements together ineffectually achieved, allot of inconsistent errors.	Appropriately blending of visual elements together with no or few errors.	Superior - careful attention to detail, well executed.	112
3	Camera Composition	Did the student utilize composition principles to create the scene?	Little to no consideration for determining an appropriate composition for the scene.	Seemingly aware of the arrangement of subject matter within image.	Placement of subject matter and camera supports the overall composition of the scene.	Placement of subject matter and camera clearly and effectively supports the construct of the scene as well as energizes the conceptual meaning.	325

3	Camera Settings and Rendering	How well and skillfully was camera, lighting effects, & rendering tools used?	The render shows no or limited use or knowledge of tools. The scene appears to be thrown together.	Basic skills are evident from the render including some anti-aliasing, and lighting and camera effects.	Tools were used well to produce a quality render of the scene, including appropriate anti-aliasing, and lighting and camera effects.	Tools were used flawlessly to produce a superior render of the scene with clear planning and skillful used of all appropriate tools.	331
3	Content & Proficiency	Were the formal elements properly described, demonstrating an understanding of the covered material?	The content provided did not address the requirements of the assignment.	Some formal elements listed in the assignment were not addressed.	The formal elements were addressed but lacked thorough descriptions.	The formal elements were each addressed, containing applicable and accompanying descriptions, demonstrating an understanding of the covered material.	170
3	Content: Dramatic Elements	Were the dramatic elements properly described, demonstrating an understanding of the covered material?	The content provided did not address the requirements of the assignment.	Some dramatic elements listed in the assignment were not addressed.	The dramatic elements were addressed but lacked thorough descriptions.	The dramatic elements were each addressed, containing applicable and accompanying descriptions, demonstrating an understanding of the covered material.	170

3	Creativity	Does the scene show creative use of the composition, tools and layout?	The scene lacks creativity or a re-implementation of another scene.	The scene shows some creative thinking that works for the scene.	Displays creative thinking with original concepts or implementations that works well in its totality.	The scene is very clever with original concepts and implementation; creatively designed that shows creativity that works and is not just weird but exciting and fresh.	110
3	Digital Darkroom	Did students consider and utilize the tools and techniques in Photoshop appropriately for their project.	Did not use Photoshop techniques in project.	Photoshop techniques were implemented incorrectly or only one Photoshop technique was used significantly.	Photoshop techniques were considered and implemented appropriately but could use some improvement.	Photoshop techniques were well executed. More than one Photoshop technique was demonstrated.	112
3	Form and Proportions	Does the model present basic proportional and body volume relationships appropriately for its subject matter.	Did not take proportions & body volume into consideration. (Model looks nothing like the completed tutorial)	Collaboration of proportions & body volume implemented incorrectly. (Model barely meets the same proportions & volume as the tutorial)	Collaboration of proportions & body volume implemented appropriately. (Model closely mimics the tutorial)	Superior implementation of collaboration of proportions & body volume. (Model goes beyond the tutorial and does it efficiently)	331
3	Functionality of the Rig	Was the tutorial followed? Is the functionality readable by an animator?	Holy cow! did you even pay attention in class!	The Rig contains many problems and issues with its functionality.	The Rig contains minor problems and issues with its functionality.	Functionality of the Rig is understandable.	432

3	High-Poly Modeling	Did students model in quads and used topology flow efficiently.	Too many errors in topology flow. Did you even pay attention in class? Overall models are too simplified, needed to add more detail to the models.	Errors in topology flow. Broken edges, didn't delete unwanted vertexes. Used too many triangles and/or ngons.	Appropriately modeled in quads with a few errors in topology flow with bad surface pitching. Had several triangles and ngons on the models.	Well considered topology flow - modeled in quads and used edge loops perfectly.	330
3	IK Setup	Was the proper IK Setup used for the legs?	The wrong IK Setup used on all the legs. Needed to use Spring IK	Used some of wrong IK Setup on the legs. Needed to use Spring IK	Missed one wrong IK Setup on the legs and arms	Used the correct IK Setup for the legs and arms	432
3	Joint Placement	Was the proper Joint Placement and joint orientation was used?	Holy cow! did you even pay attention in class!	Proper Joint Placement, but incorrect joint orientation was used.	one incorrect Joint Placement, or incorrect joint orientation was used.	Proper Joint Placement and joint orientation was used on the character.	432
3	Lighting		Lighting is completely inaccurate and/or inconsistent with the scene.	Lighting is accomplished with considerable inaccuracies and/or lacking shadows.	Lighting and shading is clear and natural with little to no inconsistencies.	A bold use of lighting that reinforces the mood, dynamic and focal point of the image.	230 330 331 420
3	Low-Poly Modeling	Did students provided enough detail to show overall form, from the original high poly model with good topology.	Too many errors in topology flow and form the original high poly model. Did you even pay attention in class? Overall models are too simplified, needed to add more detail to the models.	Errors in topology flow and doesn't provided enough detail to show overall form. Broken edges, didn't delete unwanted vertexes. Used too many triangles and/or ngons.	Appropriately modeled in quads and triangles with a few errors in topology flow and overall form. Had a few ngons on the models.	Well considered topology flow - modeled in quads and triangles perfectly. Provided enough detail to show overall form, from the original high poly model.	330

3	Map Baking	How well and skillfully was map Baking tools used? Creating a Mesh ID, normal, AO, curvature, and position maps.	No mapping skills are evident on the 3D object.	Missing maps. Or maps appear to have been constructed with lots of errors from the UVs.	The maps are well executed and appropriate for objects with a few errors or a missing map.	The maps are exceedingly well created and functional for the all the 3D objects.	330 331
3	Merging Images	Merging images together in a seamless blend	Did not use layer masks.	Implemented layer masks inappropriately	Used layer masks appropriately with no or few errors.	Superior - careful attention to detail, layer masks well executed.	112
3	Mocap Animation	Did the student consider and utilize mocap animation appropriately for the movement?	Not original mocap or mocap that is very messy.	Mocap with noticeable foot-slides and pops. Mocap had noticeable pops and bumps to the movements.	Mocap is technically proficient, blended well without noticeable foot slides. Blended well with little noticeable pops and bumps to the movements.	Mocap is creative and clean, adding substance to the piece.	325
3	Modeling & Overall Geometry	How well and skillfully was the modeling tools and geometry used in the scene?	Basic modeling skills were not evident in the scene.	Models appear to have been inefficiently constructed with inadequate geometry	The models are well executed with the proper amount of geometry.	The models are efficiently constructed and appropriate for the scene.	230
3	Overall Geometry	Did students model in quads and used edge loops efficiently.	Did not appropriately model in quads (only 80% of the model is in quads) and used edge loops incorrectly.	Appropriately model in quads (only 90% of the model is in quads) and/or used edge loops insignificantly.	Appropriately modeled in quads (95 to 99% of the model is in quads) and used edge loops efficiently.	Well considered and well executed - modeled in quads (100% of the model is in quads) and used edge loops perfectly.	331

3	Project Guidelines	Were the rules of the assignment followed correctly, culminating in a final product demonstrating discussed compositional guidelines?	Did not follow the rules of the assignment.	Implemented the rules of the assignment poorly or incorrectly.	The rules of the assignment were followed correctly, but final product could use some improvement.	The rules of the assignment were followed correctly, culminating in a final product that was well executed and demonstrating discussed compositional guidelines.	112
3	Readability of Story		Story is poorly illustrated and/or is confusing to follow visually.	Illustrations offer a minimal amount of information and/or doesn't flow chronologically	Each scene delivers the story clearly and artistically.	A picture is worth a thousand words.	117
3	Scene Interaction	Does the Unity scene contain a first person controller to navigate within the scene?	The scene lacks a first person controller.	A first person controller is present but is positioned incorrectly: such as intersecting the ground plane	A first person controller is present but contains some attributes that are distracting such as: movement, sound, bounce, etc...	The scene contains a first person controller to navigate the scene.	230
3	Shot Framing		Poorly framed shots are a distraction to message.	Balance between subject and background is incorrect or causes confusion; many shot angles are not appropriate for context.	Balance between subject and background adds visual interest; most shot angles are appropriate for context.	Balance between subject and background adds visual interest; shot angles are well chosen for context; rule of thirds applied when appropriate.	117

3	Story: Beat Sheet	Does the beat sheet accurately portray the structure of the story and effectively communicate the story?	Beats are not appropriate for the story, the story does not flow well, and/or the beat sheet is not included in the document.	Several descriptions in the beat sheet are not integral to the story or propel the story forward, detracting from reader interest.	Most beats are appropriate but could use some improvement in propelling the story forward and keeping reader interest.	The beats provided are appropriate for the story and propel the story forward while keeping reader interest.	345
3	Story: Logline	Are genre as well as all components of a logline present? (title, character, goal, conflict/obstacle, irony?)	Logline nor genre were present.	Logline needs to be revised, missing several components to generate interest in the story .	A logline was created but could have been improved in some of the required elements and/or genre was not present.	Both genre and logline were created containing: title, character, character goals, obstacle/conflict, and irony, providing for a compelling mental pictures.	345
3	Storyboard Language	Action is properly described along with appropriate scene and shot numbers for each panel.	Content for action and/or scene and shot numbers for panels was insufficient.	Lacking most content for action and/or scene and shot numbers for panels.	Lacking some content for action and/or some scene and shot numbers for each panel.	Content for action was properly described along with appropriate scene and shot numbers for each panel.	345
3	Textures	Did the student consider and utilize textures appropriately for the scene? Color, specular, reflection, and bump/normal.	Did not take textures into consideration or poorly executed. Only used simple shaders for texturing.	Textures implemented incorrectly or alternative textures should have been used. Used too many simple shaders for texturing.	Adequate textures were considered and implemented. Missing a few key textures (color, spec, and bump maps) on main objects and only used simple shaders for texturing on a few objects.	All textures are applied to the objects to the scene appropriately. Used color, spec, and bump maps.	331

		Description / Attributes	Unacceptable	Marginal	Acceptable	Exceptional	Course
3	Translation		Images have no resemblance to tutorial.	Composition is attended to but brushing is inaccurate or lacks texture.	Image is a definite visual resemblance of source material with little to no errors.	Image not only matches the source but exceeds its overall execution.	110
3	UV Mapping	How well and skillfully was UV tools used?	No uv mapping skills are evident in the in the scene.	UV maps appear to have been constructed with lots of errors on many objects. Too much overlapping UV's. UVs are not scaled properly to use the 0 to 1 space efficiently.	The UV maps are well executed and appropriate for objects with errors on a few objects. Overlapping UV's or UVs not scaled properly to use the 0 to 1 space efficiently.	The UV maps are exceedingly well created and functional for the all the objects in the scene.	230 330 331 420
3	Weighting	How well done was skinning and paint weighting for the character.	Holy cow! did you even pay attention in class!	Weighting of the Geo to the correct joints is incorrect. Other unwanted joints still effect incorrect areas.	Did a decent job painting weights but, slight movement can be seen in the Geo from unwanted joints.	Skinning and weighting of Geo to joints was executed perfectly.	432
	Outcome #4	**Demonstrate proficiency with industrial applications to visual communication related technologies. (Proficiency)**					
	Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Course
		Value	0	1	2	3	
4	All Four Components Match		Major inconsistencies are evident between the script, shot list, storyboards and animatic.	A number of inconsistencies are evident between the script, shot list, storyboards and animatic.	The script, shot list, storyboards and animatic mostly match with no major inconsistencies between these elements, although some small errors between some elements are present.	The script, shot list, storyboards and animatic all match with no inconsistencies between any of these elements.	117

4	Animatic: Visual Continuity	Was continuity demonstrated throughout all scenes and shots in the animatic?	Continuity throughout is severely lacking and therefore, does not effectively communicate the story.	Continuity within scenes/shots is lacking, disturbing the flow of the story.	Continuity within scenes/shots is evident but could use some improvement.	Continuity within scenes/shots is evident with consistent direction and orientation of character movement and story is followed without getting lost.	345
4	Continuity		The story's continuity is unclear and sometimes confusing; there are confusing breaks in time, many jump cuts or incongruities in between shots or scenes.	The idea of the story comes across but in terms of continuity, it could have been executed better; there are a few breaks in continuity and some jump cuts.	Continuity is executed well, but there were a few missed opportunities in this regard to make it more effective or there are incongruities between shots or scenes.	Overall, the continuity is executed well; the action is clear, coherent and presented effectively without jump cuts or incongruities.	117 345
4	Document Consistency	Were the documents organized efficiently and demonstrate consistency among revisions?	Most components of the project were not properly revised to efficiently communicate the story consistently.	Many components of the project were not properly revised to efficiently communicate the story consistently.	Most components of the project were properly revised to efficiently communicate the story consistently but some components of the project were lacking somewhat in revision.	All components of the project were properly revised to efficiently communicate the story consistently (logline, beat sheet, plot summary, script, shot list, storyboards, and animatic).	345

4	Elements	Were the requested game elements properly described, demonstrating an understanding of the covered material?	The content provided did not address the requirements of the assignment.	More than one of the requested game elements were not addressed.	The requested game elements were addressed but lacked thorough descriptions and/or missing one of the game elements.	The requested game elements were each addressed, containing applicable and accompanying descriptions, demonstrating an understanding of the covered material.	170
4	Principles of Animation	The integration, look or style of your animation as it pertains to the Principles of Animation.	Lack of effort to produce a visually unified or stunning piece.	Some evidence of the Principles of Animation being integrated.	Principles of Animation are utilized consistently presenting a solid design.	Design is unique and well crafted as well as consistent throughout the entirety of the piece.	240 340
4	Storytelling		No broad entertainment value.	Several confusing parts; plot is unclear; communication of story lacks focus or energy.	Some mistakes in plot line but mistakes are minor; some parts of the story lack focus.	The storyline of the product is interesting and entertaining; plot is communicated effectively; all elements of story are present.	325
4	Visual Comprehension	Do the storyboard panels provide accurate visual comprehension of the story?	The storyboard panels do not provide for accurate visual comprehension of the story.	The storyboard panels are lacking significantly in clarity, making it difficult to visually comprehend.	The storyboard panels could benefit from some visual clarity, needed for increased story comprehension.	The storyboard panels are well created, enabling the viewer to accurately visually comprehend the story.	345

4	Visual Continuity	Do the shots chosen for the storyboard panels provide for continuity within the story?	Shots chosen do not provide for continuity within the story.	The storyboard is incomplete and/or continuity was minimal, losing the flow of the story significantly.	Continuity was lacking in the storyboard panels, somewhat disturbing the flow of the story.	Shots chosen for the storyboard panels provide for continuity, the story flowing logically.	345
4	Visually Communicates Story	Did the final sketched shots effectively visually communicate the story?	Sketches are ineffective in communicating the story effectively.	Sketches need significant improvement to effectively communicate story such as facial expressions, clarity of content, and familiar visual cues.	Sketches need some improvement to effectively communicate story such as facial expressions, clarity of content, and familiar visual cues.	Sketches are conveyed in such a manner as to clearly communicate story visually and emotionally.	345
4	Visually Compelling	Does the image work overall. Choices of principles of composition used to create the image.	Did not take visual elements or principles of composition into consideration.	Utilized 1 or 2 of the principles of composition or visual elements, but not well considered or executed.	Collaboration of visual elements and principles of composition implemented appropriately with no or few errors.	Superior implementation of collaboration of principles of composition and visual elements.	112

	Outcome #5	**Communicate effectively in written format on research and creative issues. (Written)**					
	Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Course
		Value	0	1	2	3	
5	Beat Sheet	Does the beat sheet accurately portray the structure of the story and effectively communicate the story?	Beats are not appropriate for the story and the story does not go anywhere and/or the beat sheet is not included in the document.	Several beats are not appropriate for the story and/or missing too many beats. Needs significant improvement to propelling the story forward and keeping reader interest.	Most beats are appropriate but could use some improvement in propelling the story forward and keeping reader interest.	The beats provided are appropriate for the story and propel the story forward while keeping reader interest.	345

5	Blog Content	Did the blog contain visuals and detailed commentary per assignment instructions?	No content.	Inadequate detail and description of the assignment and/or missing more than one component of the blog assignment.	Adequate visual, detail, and description of assignment but lacking detail and insight and/or missing a component of the blog assignment.	Contained visuals and textual content, providing great detail and description about the project, per the assignment instructions.	170 230
5	Content		Content was insufficient for composition, lighting, shot selection, dialog and story element.	Majority of content was lacking for composition, lighting, shot selection, dialog and story element.	Some content was lacking for composition, lighting, shot selection, dialog and story element.	Content for composition, lighting, shot selection, dialog and story element was detailed and descriptive.	345
5	Document Formatting	Was the document formatted according to assignment instructions?	The assignment was formatted incorrectly.	The document contained several formatting errors, making it difficult to ascertain if the correct information was provided.	The content provided contained some formatting errors.	The document was formatted exactly to assignment instructions making it easy to navigate through the content.	170 345
5	Explanation, Examples and Insight	Did the answers provided by the student include explanation, examples, and insight?	The content provided did not address the requirements of the assignment.	Content provided was minimal in either most or all of the answers provided.	Content provided was minimal in either most or all of the answers provided.	All content was detailed, descriptive and insightful.	170 345
5	Grammar & Spelling	Is the document free of grammatical and spelling errors?	The document contains too many grammatical and/or spelling errors and is unacceptable for the assignment.	The document contains several grammatical and/or spelling errors and is distracting to read.	The document contains some grammatical and/or spelling errors but they are negligible.	The document contains no grammatical or spelling errors.	170 345

5	Grammar and Style	Is the paper written with proper sentence structure and variety, punctuation, grammar and spelling?	Significant errors in sentence structure and variety; many errors in punctuation, spelling and/or capitalization. Errors interfere with meaning, communication, and are distracting to the reader. Proofreading is not evident.	Errors in sentence structure and variety; many errors of punctuation, spelling and/or capitalization. Errors interfere with meaning in places demonstrating that proofreading is not evident.	Effective and varied sentences; some errors in sentence construction; occasional punctuation, spelling and/or capitalization errors.	Each sentence is structured effectively, well-chosen with a variety of sentence styles; virtually free of punctuation, spelling, and capitalization errors.	345
5	Logline	Are genre as well as all components of a logline present? (title, character, goal, conflict/obstacle, irony?)	Logline nor genre were present.	Logline needs to be revised, missing several components to generate interest in the story .	A logline was created but could have been improved in some of the required elements and/or genre was not present.	Both genre and logline were created containing: title, character, character goals, obstacle/conflict, and irony, providing for a compelling mental pictures.	345
5	Paper	Description of project - triumphs and pitfalls of the project	No paper.	Poorly written with errors and less than a page.	Written with no or few errors and less than a page.	Written effectively and full length of page.	112
5	Plot Summary	Does the plot summary communicate the major plot lines of the story without giving away the ending?	No plot summary included.	The plot summary is too sparse, communicating little about the story. Please revise.	The plot summary contains plot lines integral to the story but also contains plot lines that are not as essential to the story.	The most important plot lines of the story are communicated, creating curiosity and interest in the story without giving away the ending.	345

5	Reflective Commentary/Analysis	Is information/analysis well written and supported with appropriate visuals? Are all observations representative of critical thinking and provide practical suggestions for future learning and improvement?	Significant information is missing or incomplete and observations/commentary do not reflect critical thinking or provide practical suggestions for future learning and improvement.	Information is missing or incomplete and observations/commentary minimally reflect critical thinking or provide practical suggestions for future learning and improvement.	Most of the observations/commentary represent growth and include goals for continued learning, needing minimal improvement.	Observation/analysis is well written and supported with appropriately related visuals. All commentary is representative of critical thinking and provides for practical suggestions for future learning and improvement.	112
5	Sources and Evidence	Does the paper demonstrate appropriate use of sources to support ideas?	Demonstrates an attempt to support ideas but little to no evidence is supplied to reinforce opinions/statements.	Demonstrates an attempt to use credible/relevant sources to support ideas. Some evidence is provided but not enough to develop argument in a unified form.	Demonstrates consistent use of credible/relevant sources to support ideas. Evidence is accurate, well documented, and relevant but incomplete in some areas.	Demonstrates use of high quality, credible, relevant sources to develop ideas. Evidence is accurate, relevant, well integrated, well documented and appropriate.	345
5	Spelling and Grammar	Were correct grammar and spelling demonstrated?	Grammar and/or spelling errors were predominant and unacceptable.	Grammar and/or spelling errors were significant.	A few negligible grammar and/or spelling errors.	No grammar or spelling errors.	345

5	Story Development	Does the story depicted in the script follow a story structure that provides for an introduction, rising action, and conclusion?	The story does not provide for an appropriate introduction, rising action, and conclusion. The story is not effectively communicated to the audience.	The story minimally provides for an appropriate introduction, rising action, and conclusion. Needs significant improvement to communicate the story effectively to the audience.	The story mostly provides for an appropriate introduction, rising action, and conclusion, but needs some improvement to communicate the story effectively to the audience.	The story provides for an appropriate introduction, rising action, and conclusion.	345
5	Story: Plot Summary	Does the plot summary communicate the major plot lines of the story without giving away the ending?	The plot summary was poorly communicated or no plot summary included.	The plot summary is too sparse, communicating little about the story.	The plot summary contains plot lines integral to the story but also contains plot lines that are not as essential to the story.	The most important plot lines of the story are communicated, creating curiosity and interest in the story without giving away the ending.	345
5	Writing Conventions: Formatting, Grammar, and Spelling	Are writing conventions appropriately expressed: sentence construction, grammar, capitalization, punctuation, and spelling?	There are several errors in writing conventions: sentence construction, grammar, capitalization, punctuation, and spelling requiring major editing and revision.	There are many errors in writing conventions: sentence construction, grammar, spelling & punctuation, and ineffective word choice.	The text has some negligible errors in regard to writing conventions.	No or few errors in sentence construction, grammar, capitalization, punctuation, or spelling	112

| 5 | Writing Organization | Is organization properly utilized in regard to required formatting including margins, paragraphs, transitions, introduction, and conclusion? | Demonstrates limited knowledge of organizational elements overall. Needs significant improvement. | Needs improvement in organizational elements: formatting, cohesive structure overall, logic of introduction and conclusion. | Fulfills most required document organizational elements with minimal issues in: formatting, paragraphs, transitions, introduction and conclusion. | Fulfills required document organization: formatting, well developed paragraphs, smooth transitions with effective introduction and conclusion. | 345 |

Outcome #6		**Communicate effectively in oral format on research and creative issues. (Oral)**					
	Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Cou rse
		Value	0	1	2	3	
6	Body language		Immobile, hands in pockets, or blocked screen	Did not always indicate how material on the screen was related to presentation	Consistently used gestures to coordinate oral and visual presentation	Excellent use gestures to provide emphasis	117 170 230 345
6	Body Language and Poise		Immobile, hands in pockets, or blocked screen. Clearly unsure, nervous, confused.	Did not always indicate how material on the screen was related to presentation. At times appears unsure nervous, confused.	Consistently used gestures to coordinate oral and visual presentation. Composed at all times.	Excellent use gestures to provide emphasis. Exudes/convey confidence.	493
6	Content & Knowledge		No grasp of information. Unable to answer questions about the subject.	Uncomfortable with information. Capable only of answering rudimentary questions.	At ease with content and able to elaborate and explain to some degree.	Demonstratio n of full knowledge of the subject with explanations and elaboration.	445 493
6	Distracting mannerisms		Presentation full of distracting mannerisms such as giggling or chewing gum	Some distracting mannerisms	No distracting mannerisms	Superior presentation	170 230 345

6	Enthusiasm		Stilted presentation not demonstrating clear knowledge of story and lacking enthusiasm.	Little or clearly forced enthusiasm used to present the story.	Some acting of the story showing attempts to show enthusiasm.	Clearly and effectively acted out the story with enthusiasm.	117
6	Hesitations, other voice habits		Presentation full of hesitations, ums, ahs, etc.	Some hesitations, ums, ahs, etc.	Clear, continuous presentation, perhaps a few ums, ahs, etc.	Superior presentation, free of ums, ahs, etc.	170 230 345
6	Maintaining eye contact		No eye contact with audience at all	Poor eye contact, looking down or at screen significant portion of time	Maintained eye contact other than quick glances at screen	Maintained eye contact with all segments of the audience	117 170 230 345 493
6	Organization & Structure		Not possible to understand presentation due to absence of structure.	Difficult to follow presentation due to erratic topical shifts and jumps.	Most information presented in logical order which is easy to follow	All information is presented in a logical, interesting, and novel sequence, which is easily followed.	445 493
6	Overall Rating		Unacceptable.	Marginal.	Acceptable.	Exceptional.	493
6	Performance/Animation	Are the keys reading clear? Does the style of the performance reinforce the story.	Too few poses, no clear understanding to what the characters are thinking/doing.	Poses show evidence of intent and story but are still difficult to read in areas of performance.	Poses read well but may need further refinement or more poses for scene to read clearly.	Poses are solid enhancing the readability of the overall scene.	445
6	Poise		Clearly unsure, nervous, confused	At times appears unsure nervous, confused	Composed at all times	Exudes/convey confidence	117 170 230 345

6	Speaking	Are you easy to understand when you speak? Was the presentation full of hesitations, ums, ahs, etc.	Voice is difficult to understand, hear or follow. Excessive hesitations.	Voice may be too fast or nervous or a substantial amount of hesitations occurred.	Voice is clear with little to no difficulties. Minimal hesitations.	Voice is confident, clear, expressive and engaging.	493
6	Voice Volume, Enunciation & Speed	How well spoken the presentation was executed?	Unintelligible.	Voice hard to hear, words slurred or voice trails off, spoke too slow or too fast, monotone with little emphasis.	Voice clearly heard, words clearly enunciated, did not speak to slowly or too rapidly	Voice projected very well, clear enunciation, did not speak too slowly or rapidly	117 170 230 345

Outcome #7 — **Apply critical thinking and aesthetic judgments in critiquing mixed media and computer graphics productions. (Critiquing)**

	Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Course
		Value	0	1	2	3	
7	Commentary	Did the student meet the requirements for the critique responses?	Most if not all of the critique responses were either missing or inadequate.	Several of the critique responses were lacking in detail and insight, falling short of requirements.	Detailed and insightful commentary on most critique but lacking in a few responses.	Detailed and insightful commentary on all critiques per assignment instructions.	112 230
7	Content: Game Analysis	Did the student play most or all of the games available and was a detailed analysis provided?	The student played games minimally and provided an unacceptable analysis of those games.	The student played very few games and/or provided a minimal analysis of games played.	The student played most if not all of the games but the game analysis was lacking for some.	The student played all or most of the games available and provided a detailed analysis of those games.	170
7	Discussion Commentary	Was the commentary detailed, descriptive and insightful?	No commentary. Inadequate commentary and too short on all relies. Need to be more in-depth in critiques.	Inadequate commentary and too short on all relies. Was too short and brief in a few reply posts	Adequate commentary implemented but could have been improved to offer more beneficial constructive criticism.	Detailed and insightful commentary on all reply posts.	112

7	Shot Analysis	Did the shot analysis include explanation, examples, and insight, demonstrating an understanding of why the the camera shot/angle was chosen?	The analysis was not provided or did not address the requirements of the assignment.	The analysis provided was minimal, lacking significantly in description, detail, and insight.	The analysis provided was acceptable but lacking somewhat in description, detail, and insight.	The shot analysis included explanation, examples, and insight, demonstrating an understanding of why the camera shot/angle was chosen.	345
7	Textual Content	Does the document contain a detailed description about the composition of the image and how this relates to the viewer?	No textual content is present.	The description is severely lacking in analysis of the image and how it relates to the viewer.	A description is present but lacking somewhat in detail and could have been improved.	The document contains a detailed description about the composition of the image and how it relates to the viewer.	112
7	Writing Content	Does the paper demonstrate engagement with the topic, exploring varied perspectives and valid observations?	Demonstrated minimal engagement with the topic, failing to recognize multiple perspectives and lacking basic observations.	Demonstrates some understanding and engagement with the topic. Offers basic observations with little insight.	Demonstrates understanding and engagement of the topic, recognizes multiple facets of film analysis, offering some insight but could have elaborated or been improved.	Demonstrates significant understanding and engagement of the topic, clearly recognizes multiple facets of film analysis, offering considerable depth and insight.	345

Outcome #8 **Function on multi-disciplinary teams. (Teams)**

	Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Course
		Value	0	1	2	3	

			Didn't show up to	Was present in	Was present in	Was reliable	325
8	Teamwork	the ability to work in a group environment.	class or group meetings with little or no contribution to the project.	class and group meetings, added little contribution to the project.	class and group meetings, gave a good contribution to the project.	and performed a large contribution to the project.	

Outcome #9		Work collaboratively and individually with an understanding of the production process utilized in industry-standard studios. (Process)					
	Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Course
		Value	0	1	2	3	
9	Basic game information & target audience	Does the game summary include a detailed description, explanation, examples, and insight?	The game summary was not acceptable and needs significant improvement.	The game summary description was minimal and needs to include a more detailed description.	The game summary was acceptable but could use some improvement.	The game summary included a detailed description, explanation, examples, and insight?	170
9	Blog Post & Progress	Were all five blog posts submitted to demonstrate appropriate weekly progress being accomplished with the assignment?	No posts were made.	Insufficient progress is being made in creation of the scene between posts and/or more than one blog post was missing.	Adequate progress is being made in creation of the scene but should be farther along in the process and/or one blog post was missing.	Excellent progress is being made in creation of the scene which is displayed by all five posts of required material was on time.	230
9	Camera & Rendering	How well and skillfully was camera, lighting effects, & rendering tools used?	The render shows no or limited use or knowledge of tools. The scene appears to be thrown together.	Basic skills are evident from the render including some anti-aliasing, and lighting and camera effects.	Tools were used well to produce a quality render of the scene, including appropriate anti-aliasing, and lighting and camera effects.	Tools were used flawlessly to produce a superior render of the scene with clear planning and skillful used of all appropriate tools.	325 420

9	Document Organization	Was the document organized according to assignment instructions?	The assignment was organized incorrectly.	The document contained several organizational errors, making it difficult to ascertain if the correct information was provided.	The content provided contained some organizational errors.	The document was organized exactly to assignment instructions making it easy to navigate through the content.	112
9	Document Submission	Were all components of the project submitted and submitted with the correct file naming?	Many components of the project were not submitted according to assignment instructions; incorrect file naming and/or missing more than one document.	More than one component of the project was not submitted according to assignment instructions: incorrect file naming and/or missing a document.	Some components of the project were not submitted according to assignment instructions: incorrect file naming.	All components of the project were submitted according to assignment instructions: documents and correct file naming.	345
9	File Naming	Were file naming instructions followed correctly?	The file was named incorrectly containing capitalization, spelling, and/or underscore errors or submitted as the wrong type of document.			The file was named according to assignment instructions.	170
9	File Organization and Formats	Did students follow instructions in saving their project and images.	Did not follow instructions or file structure. Only one working file.	Partially followed instructions and file structure. Partially working files	Partially followed instructions file and structure. All work files work appropriately.	Instructions and file structure implemented appropriately. All files and images work appropriately.	432

9	File Structure	Implementation of file naming conventions & directory formats.	Did not follow file naming conventions in any form.	More than one file naming convention & directory format was incorrectly implemented.	At least one file naming convention & directory format was incorrectly implemented.	All file naming conventions & directory format were followed correctly.	112
9	File Structure & Layer Organization	Implementation of file naming & file structure. Naming layers properly.	Both file naming & structure and naming layers was implemented incorrectly.	Implemented 1 of the file naming & structures or naming layers properly was followed with errors.	One or both file naming & structure and naming layers was correctly followed with few errors.	Both file naming & structure and naming layers was correctly followed.	112
9	File Structures and Formats	Did students follow instructions in saving their project and images.	Did not follow instructions or file structure. Only one working file.	Partially followed instructions and file structure. Partially working files.	Partially followed instructions file and structure. All work files work appropriately. appropriately.	Instructions and file structure implemented appropriately. All work files work appropriately.	230 325 330 331 420
9	File Submission	Did you turn in the requested type of file in the right place and were the compression settings and file name correct?	File submitted in incorrect format or in incorrect folder.	File submitted in correct format and location but with incorrect compression settings.	File submitted correctly but with incorrect filename.	File submitted with all the desired settings accounted to.	110 240 340
9	First Post	Did the student place their first post with renders and report on the discussion board by the designated time?	No first post	Late First Post	First post on time but was missing some of the required information.	First post on time and contained all of the required information (renders and report information).	230

9	Game Title and Core Game Mechanic	Is the game title provided and the core game mechanic well defined and described?	Both the game title and the core game mechanic are not provided.	The game title and/or the core game mechanic are not provided.	The game title is provided. The core game mechanic description and definition needs improvement.	The game title is provided and the core game mechanic is well defined and described.	170
9	Model Export and Import	Were the models exported from Maya in the proper format and successfully imported into Unity?	Models insufficiently exported from Maya and/or imported in Unity incorrectly and/or insufficient to no shader/texture application and no colliders.	Models exported from Maya and imported into Unity with several errors such as file type, scale, texture/shader application, and/or no colliders applied.	Models exported from Maya with some errors such as incorrect file format, scale, and imported into Unity with minimal errors with shader and texture application in Unity scene and/or some colliders are not applied.	Models exported from Maya in correct scale (cm) and file format and correctly imported into Unity along with correct shader and texture application in Unity scene, and colliders are applied to each model with few errors if any.	230
9	Outliner Organized	Is the rig organized inside the outliner.	Unacceptable	Marginal	Acceptable	Exceptional	432
9	Progress	Is acceptable progress being made on the assignment?	Minimal progress is being made, if any.	Insufficient progress is being made in creation of the model(s) for the scene.	Adequate progress is being made in creation of the model(s) for the scene but should be further along in the process.	Excellent progress is being made on the assignment.	230
9	Quality of Work	Does the work achieve a level of integrity parallel to industry standards?	Quality of work is subpar or that of a beginning level class.	Work is readable but is evident that more practice is necessary.	Work shows evidence of growth, understanding and development.	Work displays symptoms and/or characteristics synonymous with industry standards.	493

9	Reply Posts	Did the student provide critiques to all of the posts in their designated group and on time?	No reply posts	Too many late reply posts and/or did not respond to several group members' posts.	Short on reply posts.	All reply posts made on time.	230
9	Scene and Shot Numbers	Were scene and shot numbers correctly communicated on each shot panel?	No scene or shot numbers are present on storyboard.	Some scene and/or shot numbers are missing on the storyboard.	Scene and shot numbers are present but incorrectly assigned and represented.	Scene and shot numbers are appropriately indicated on each panel. They are properly assigned to represent consecutive movement across panels and/or changes in time or location.	345
9	Scene Organization	Was the scene organized properly in the Outliner and Attribute Editor including naming and grouping of models and materials/textures?	Little to no scene organization implemented and/or missing several required models for the scene.	Minimal scene organization implemented: Didn't name several objects and/or materials/textures. Didn't group enough objects to produce a cleaner scene. Missing more than one model in scene.	Most scene organization elements implemented: Didn't name some objects and/or materials/textures. Could've grouped more objects to produce a cleaner scene. Missing a required a model for the scene.	All scene organization elements implemented: Named all objects and/or materials/textures. Grouped all necessary objects to produce a cleaner scene, all required models in scene.	230 330 331 420

9	Script Execution and Formatting	Were the proper script formatting rules applied for a silent film?	The script does not follow the proper formatting requirements.	The script has several errors, needing significant improvement in script formatting.	The script is well written, needing minimal improvement in script formatting.	The script is well written following all of the rules and formatting for a script.	345
9	Storyboard: Language	Were scene, shot numbers, timing, and visuals for camera and object movement correctly communicated?	Scene/shot/timing information not utilized and/or Visuals for camera movement were not communicated.	Minimal representation of scene/shot/timing and/or very few visuals for camera movement were utilized although camera movement was evident based on shot change.	Lacking scene/shot/timing information and/or some content for camera movement to indicate directional and zoom changes.	Scene, shot number, timing, and visuals for camera/object movement were well established throughout the storyboard utilizing appropriate arrows to indicate camera and object movement.	345
9	Task Management	Is a solid workflow evident? Does the assignment feel complete with sufficient time devoted to its execution?	Project is clearly incomplete.	Work is evident but piece still clearly needs more time for completion.	Successful workflow is apparent. Project feels complete but refinements could still be made.	Assignment looks like a completely finalized piece. All the I's are dotted and T's are crossed.	110 240 340 445
9	Team Name, Member Names, Member Roles	Are team name, member names, and roles provided?	Team name, member name, and member role are not provided.	A team name, member name, or member role is not provided.		Team name, member names, and roles are all provided.	170
9	Web Gallery	Implementation & organization of website gallery.	Did not have website gallery.	Several components to the website gallery format were implemented incorrectly.	One website gallery format element was implemented incorrectly.	Website gallery format was followed correctly.	112
	Outcome #10	**Demonstrate professionalism through creative and intellectual independence. (Professionalism)**					

	Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Course
		Value	0	1	2	3	
10	Art Direction	How well thought out is the look or style of the animation?	Lack of effort to produce a visually unified or stunning piece.	Art direction shows evidence of a developed style but may not feel fully unified or particular to the story.	Art direction is well executed, unifying the entire piece and dispositional to the story.	Art direction is unique and well crafted elevating the story to a new level of entertainment.	445
10	Organization		The sequence of information is not logical; paths to information are not evident; the user must backtrack to navigate the site.	The sequence of information is somewhat logical; paths are confusing and flawed; the user need backtrack to navigate to other portions of the site.	The sequence of information is logical; paths to most information are clear and direct; the user can navigate most any where on the site without needing to backtrack.	The sequence of information is logical and intuitive; menus and paths to all information are clear and direct; the user is able to navigate to any where in the site without having to backtrack.	230
10	Organization - Professional	Is your content organized and easy to sift through for a recruiter? Does it quickly display your trade, reel and intent?	Blog is difficult to navigate. Content is sporadic with no reasonable chronology.	Blog exhibits a basic structure but seems to jump around.	The blog is well organized and easy to navigate.	The blog gives the immediate impression of who you are, what you do, and makes your reel readily available in the beginning.	230

10	Professionalism - Blog	Did the blog post exhibit a professional appearance and contain professional content?	The blog post contained content irrelevant to research and problem-solving, exhibiting a high level of unprofessionalism.	The blog post was quite lacking in professionalism, containing a large amount of textual content that did not exhibit research and problem-solving efforts.	The blog post was mostly professional, but contained some textual content that did not exhibit research and problem-solving efforts.	The blog post was professional, containing documents/images indicative of progress and textual explanation of possible problems encountered and appropriate solutions.	230 345
10	Professionalism - ePortfolio	Is content appropriate for the intended audience and does it relate to the purpose of the assignment?	Content is inconsistent and unsuitable for the intended audience, containing unorganized, unrelated, and inappropriate elements.	Content contains many unprofessional elements, unrelated to the purpose of the eportfolio, that are unorganized, unclear, and somewhat unprofessional.	Most content is professional and appropriately related to the purpose of the ePortfolio. A few elements are unorganized or unrelated.	Content is relevant, well-thought out, professionally executed, and suitable for an academic as well as a wider audience.	112
10	Professionalism - Post		Materials are not available and do not reflect any professional considerations for our industry. Materials are not present, links do not work, or just excuses listed.	The shot list and storyboard can be accessed, but they are not place with consideration for the viewer and are not consistent with any professional presentation.	Placement, size, accessibility are not necessarily considered, just fulfilling the minimal requirement of the assignment rather than professional considerations.	In the blog, the shot list and storyboard are presented professionally. The presentation are intentional not just tossed on to the page. Both elements are present and formatted for ease of use and access in the review process.	117

| 1 0 | Usability and Accessibility: Site Navigation, Text Elements, Layout, and Color | Is the ePortfolio intuitively organized and the post pleasing to read? Blocks of text and bullet points utilized, font style and type size vary appropriately, text and color palette are suitable and aesthetically pleasing. | The ePortfolio post is overall difficult to read due to inappropriate use of font styles, type size, textual organization, and color palette. | The ePortfolio needs much improvement: unorganized posts, mostly difficult to read due to inappropriate use of font style, type size, long paragraphs, color palette. | The ePortfolio needs some improvement such as: site navigation, use of font style and type size, color palette. | The ePortfolio is intuitively organized and the post is pleasing to read: blocks of text and bullet points utilized, font style and type size vary appropriately, text and color palette are suitable and aesthetically pleasing. | 112 |

Survey Instruments

Number	Question	Scale				
Q15	Satisfaction: Quality of teaching by faculty in dept	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Q16	Satisfaction: Quality of teaching by other faculty	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Q17	Satisfaction: Access to faculty in your dept	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Q18	Satisfaction: Availability of courses in your dept	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Q19	Satisfaction: Quality of courses in your dept	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Q20	Satisfaction: Access to lab facilities, equipment	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Q21	Satisfaction: Quality of laboratories, equipment	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Q22	Satisfaction: Access to computer facilities.	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Q23	Satisfaction: Quality of computer facilities	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Q24	Satisfaction: Academic advising from your major advisor	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Q25	Satisfaction: Academic advising from the Advising Office	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Q26	Satisfaction: Career information from your dept	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied

Q27	Satisfaction: Availability of GE courses	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Q28	Satisfaction: Quality of GE courses	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Q29	Satisfaction: Overall quality of your education	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Q30	Satisfaction: Overall experience at Chico State	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Q31	Preparation: Apply knowledge to solve problems	Very Prepared	Unprepared	Neutral	Prepared	Very Prepared
Q32	Preparation: Design and conduct experiments	Very Prepared	Unprepared	Neutral	Prepared	Very Prepared
Q33	Preparation: Analyze and interpret data.	Very Prepared	Unprepared	Neutral	Prepared	Very Prepared
Q34	Preparation: Design component or system to meet needs	Very Prepared	Unprepared	Neutral	Prepared	Very Prepared
Q35	Preparation: Function on multidisciplinary team	Very Prepared	Unprepared	Neutral	Prepared	Very Prepared
Q36	Preparation: Identify, formulate, solve technical problems	Very Prepared	Unprepared	Neutral	Prepared	Very Prepared
Q37	Preparation: Communicate technical matters in writing	Very Prepared	Unprepared	Neutral	Prepared	Very Prepared
Q38	Preparation: Communicate technical matters orally.	Very Prepared	Unprepared	Neutral	Prepared	Very Prepared
Q39	Preparation: Understand and apply professional, ethical principles	Very Prepared	Unprepared	Neutral	Prepared	Very Prepared
Q40	Preparation: Understand contemporary issues facing society	Very Prepared	Unprepared	Neutral	Prepared	Very Prepared
Q41	Preparation: Use modern tools and technology	Very Prepared	Unprepared	Neutral	Prepared	Very Prepared
Q42	Preparation: Enter the workplace	Very Prepared	Unprepared	Neutral	Prepared	Very Prepared
Q43	Preparation: Continue learning	Very Prepared	Unprepared	Neutral	Prepared	Very Prepared
Q44	Recommend my major program at CSU, Chico to others	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
CAGD_Q1	Do you feel you are prepared to pursue a career in the Computer Graphics industry?	Very unprepared	Somewhat unprepared	Neutral	Somewhat prepared	Very prepared

CAGD_Q2	Do you feel the APCG faculty stressed the importance of preparing a professional portfolio?	Yes	No			
CAGD_Q3	How well do you feel the APCG faculty did in preparing you for a career in the Computer Graphics industry?	Not at all	Minimally acceptable	Neutral	Acceptable	Exceptional
CAGD_Q4	How do you feel about the overall instruction in the APCG Program?	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied
CAGD_Q5	Do you feel the APCG Program helped you with career placement?	Yes	No			
CAGD_Q6	How satisfied are you with the APCG Program's support in obtaining an industrial internship?	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied
CAGD_Q7	Did you have sufficient laboratory time to complete your projects?	Yes	No			