

## **Applied Computer Graphics Program Assessment Report Fall 2006**

### Assessment Summary:

Within the program, Outcome #6 Oral Communications was assessed in Spring 2006 with all evaluation elements within a single standard deviation of the target; however most elements were below the target, thus a set of improvement tools have been devised. These improvements will be implemented in the assessed courses in Spring 2007 with a new round of evaluations.

Outcome #2 – Aesthetic Application is currently being assessed in Fall 2006. The results and improvement plan for this outcome will be included in the Program Assessment Report Spring 2007.

For the Spring 2007 semester, three outcomes will be assessed in required courses. The two outcomes assessed in prior semesters will again be evaluated: Outcome #2 – Aesthetic Application and Outcome #6 – Oral Communications. A new rubric for evaluating Outcome #7 – Critiquing will be used in the assessment of this outcome in required course in Spring 2007.

All implemented or pending assessment tools for the Applied Computer Graphics Program are currently evaluated in course assignments.

### Program Learning Outcomes


Upon completion of the baccalaureate degree, students in the Applied Computer Graphics major are expected to:

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

### Course x Program Outcomes Alignment Matrix

Course Title	Course	Outcome										
		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			
Concept Design and Storyboarding	117	I	P	P	P	P	P	I	I	I		
2-D Digital Animation	240	I	P	P	P		P	I	I	I		
3-D Computer Modeling	330	P	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	P	
Advanced Animation Pre-Prod	345	P	P	P		D	D	D	P	P		
Advanced Animation Production	445	D	D	D	D			D	D	D		
Advanced Animation Post-Prod	545	D	D	D	D		D	D	D	D	D	
Portfolio	491						D	D				D
Writing (Communication Criticism/ Software Engineering)	CDES303/ CSCI 330					D						
Programming (Intro Comp Science/ Programming and Algorithms I)	CSCI 101/ CSCI 111	I										

**I = Introduced, P = Practiced with Feedback, D = Demonstrated at the Mastery Level**

 **Assessed AY 2006/2007**

## Spring 2006 Assessment

### Outcomes Assessed:

Outcome #6 – Communicate effectively in oral format on research and creative issues (Oral Communications)

### Assessment Tool:

The Oral Communications rubric (Appendix A) was used for the required junior-level course APCG 330 *3-D Computer Modeling* and a subset of the overall rubric (also Appendix A) was used for the required freshman-level APCG 117 *Concept Design and Storyboarding*. The evaluations using the corresponding rubric were conducted on the last oral presentation in the semester for each course using combined student self-evaluation and instructor evaluation.

### Assessment Evaluation:

For this assessment the target of 2.0 (Acceptable) was chosen to evaluate the results. The average scores for each rubric element and associated statistics are found in Appendix B – Spring 2006 Assessment Evaluation.

For APCG 117 Voice (volume, enunciation, speed) was on average above the target score, however hesitations, distracting mannerisms, maintaining eye contact, poise, body language, and overall rating were below the goal yet within a single standard deviation of the goal with maintaining eye contact being the lowest average score (1.5).

For APCG 330 Visual Aids was on average at the target score, however organization, content, hesitations, distracting mannerisms, maintaining eye contact, poise, body language, presentation length and overall rating were below the goal yet within a single standard deviation of the goal with body language being the lowest average score (1.6).

### Assessment Improvement Plan:

Improvements to APCG 117 to raise the Oral Presentation skills are:

- Additional discussion of effective presentation techniques.
- Discussion of why effective presentation skills are important and pertinent to both academic and vocation career.
- Show videos of professionals in the field presenting similar oral presentations with accompanying discussion.
- Provide timely feedback on presentations throughout the term with class discussion on means to improve presentations.

Improvements to APCG 330 to raise the Oral Presentation skills are:

- Additional discussion of effective presentation techniques.

- Discussion of why effective presentation skills are important and pertinent to both academic and vocational career.
- Provide timely feedback on presentations throughout the term with class discussion on means to improve presentations.

## **Fall 2007 Assessment Plan**

### **Outcomes Assessed:**

Outcome #2 – Apply aesthetic judgments and critical thinking skills to art and graphics related issues.

### **Assessment Tool:**

The Aesthetic Application Outcome will be assessed in the required ACPG 112 *Digital Photography*. The rubric to be used in this assessment is found in Appendix C. This Fall 2006 assessment will be instructor evaluation.

### **Assessment Evaluation:**

The evaluation of the assessment is pending the grading of the work product used to assess Outcome #2 - Aesthetic Application in ACPG 112 *Digital Photography*.

### **Assessment Improvement Plan:**

The improvement plan will be developed upon completion of the evaluation and reported in the Spring 2007 report.

## **Spring 2007 Assessment Plan**

### **Outcomes Assessed:**

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

Outcome #6 – Communicate effectively in oral format on research and creative issues (Oral Communications).

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

**Assessment Plan:**

Outcome #2 – Aesthetic Application will be assessed in APCG 110, APCG 112, APCG 117, and APCG 330 (all required for the major) using assignment specific variants of the rubric as in Fall 2006. The evaluation will be based on both self-evaluation and instructor evaluation.

Outcome #6 – Oral Communications will again be assessed in APCG 117 and APCG 330 both required courses for the major using both self-evaluation and instructor evaluation. Additionally Oral Communications will be evaluated with both self-evaluation and instructor evaluation in CSCI 545 required for the Production Option.

Outcome #7 – Critiquing will be evaluated in Spring 2007 in the required classes APCG 112, APCG 117, and APCG 330. The rubric used for this assessment will be completed by before the beginning of Spring 2007 semester.

**Appendix A – Outcome Evaluation Rubrics**

## Oral Communications Assessment Rubric (Long Variant)

Value (Weight)	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)
<b>Attributes</b>				
<b>Organization &amp; Structure</b>	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.
<b>Content &amp; Knowledge</b>	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.	Demonstration of full knowledge of the subject with explanations and elaboration.
<b>Visual Aids &amp; Neatness</b>	No visual aids.	Occasional use of visual aids, however they barely support text or presentation. Several misspellings and/or grammatical errors on visual aids.	Visual aids are related to text and presentation. Minor misspellings and/or grammatical errors on visual aids.	Text and presentation are reinforced by the use of visual aids. Negligible misspellings and/or grammatical errors on visual aids.
<b>Voice volume, enunciation, speed</b>	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 too slowly or too rapidly	Voice projected very well, clear enunciation, did not speak too slowly or rapidly
<b>Hesitations, other voice habits</b>	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.
<b>Distracting mannerisms</b>	Presentation full of distracting mannerisms such as giggling or chewing gum	Some distracting mannerisms	No distracting mannerisms	Superior presentation
<b>Maintaining eye contact</b>	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
<b>Poise</b>	Clearly unsure, nervous, confused	At times appears unsure nervous, confused	Composed at all times	Exudes/convey confidence
<b>Body language</b>	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
<b>Presentation Length</b>	Far too short or too long.	Somewhat too short or too long.	Acceptable length.	Presentation meets specifications exactly.
<b>Overall Rating</b>				

## Oral Communications Assessment Rubric (Short Variant)

Value (Weight)	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)
Attributes				
Voice volume, enunciation, speed	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 too slowly or too rapidly	Voice projected very well, clear enunciation, did not speak too slowly or rapidly
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.
Distracting mannerisms	Presentation full of distracting mannerisms such as giggling or chewing gum	Some distracting mannerisms	No distracting mannerisms	Superior presentation
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
Poise	Clearly unsure, nervous, confused	At times appears unsure nervous, confused	Composed at all times	Exudes/convey confidence
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
Overall Rating				

## Aesthetic Application Assessment Rubric

	Value (Weight)	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)
Aesthetic Element	Attribute				
Combination, collaboration of visual elements and principles of design for the image.	Does the image work overall?	Did not take visual elements and principles of design into consideration.	Collaboration of visual elements and principles of design implemented incorrectly.	Collaboration of visual elements and principles of design implemented appropriately.	Superior implementation of collaboration of principles of design and visual elements.
Principles of Design	Choices of principles used to create the image.	Did not take principles of design into consideration.	Utilized 2 or 3 of the principles of design, but not well considered or executed.	Effectively utilized multiple and appropriate principles of design.	Well considered and well executed - effectively utilized multiple and appropriate principles of design.
Value	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 used.	Value was considered and implemented appropriately.	Superior - value well executed.
Texture	Did students consider and utilize texture appropriately for their subject matter?	Did not take texture into consideration.	Texture implemented incorrectly or texture should have been used.	Texture was considered and implemented appropriately.	Superior - texture well executed.
Size or Proportion	Did students consider and utilize size or proportion appropriately for their subject matter?	Did not take size or proportion into consideration.	Size or proportion implemented incorrectly or size or proportion should have been used.	Size or proportion was considered and implemented appropriately.	Superior - size or proportion well executed.
Space	Did students consider and utilize value appropriately for their subject matter?	Did not take space into consideration.	Space implemented incorrectly or space should have been used.	Space was considered and implemented appropriately.	Superior - space well executed.
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.
Lighting	Did they consider and utilize lighting appropriately for their subject matter?	Did not take lighting into consideration	Lighting implemented incorrectly or lighting should have been used.	Lighting was considered and implemented appropriately.	Superior - lighting well executed.

**Appendix B – Outcome Evaluation Statistics**

**Spring 2006 Assessment Evaluation**

Outcome #6 – Communicate effectively in oral format on research and creative issues (Oral Communications)

Course	Statistic	Assessment Rubric Elements										
		Organization & Structure	Content & Knowledge	Visual Aids & Neatness	Voice volume, enunciation, speed	Hesitations, other voice habits	Distracting mannerisms	Maintaining eye contact	Poise	Body language	Presentation Length	Overall Rating
APCG 117	Average				2.1	1.8	1.9	1.5	1.8	1.7		1.9
	Min				1.2	1.1	1.1	0.3	0.7	0.7		1.2
	Max				2.9	2.8	2.7	2.4	2.8	2.8		2.9
	Std				0.4	0.4	0.3	0.5	0.4	0.5		0.5
	Count				33.0	33.0	33.0	33.0	33.0	33.0		33.0
APCG 330	Average	1.9	1.9	2.0	1.9	1.7	1.8	1.7	1.8	1.6	1.7	1.8
	Min	1.1	1.3	1.5	1.1	1.0	1.2	1.0	1.2	0.7	0.5	1.2
	Max	2.9	2.9	2.9	2.8	2.3	2.2	2.4	2.8	2.3	2.3	2.9
	Std	0.4	0.4	0.3	0.4	0.3	0.3	0.4	0.4	0.4	0.4	0.4
	Count	28.0	28.0	28.0	28.0	28.0	28.0	28.0	28.0	28.0	28.0	28.0

Target value for all rubric elements was 2.0.