Discipline	Course Number	Title
Animation	145	ANI 145 06/12/2023- Concept Development for Animation
College	Division	Department
Business and Computer Technologies	Business and Computer Technologies	Digital Media Arts (new)
Faculty Preparer		Kevin Bindschadler
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

   No

2. Briefly describe the results of previous assessment report(s).

   3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

   5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Create a storyboard by applying the principles related to the conceptualization process.

- Assessment Plan
  - Assessment Tool: Final project
  - Assessment Date: Winter 2024
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Departmentally-developed rubric

- o Standard of success to be used for this assessment: 70% of students will score 70% or higher.

- o Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2021	2022, 2021

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
65	47

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The most valuable insights can be gained by evaluating the 47 students who actually attempted the ANI 145 Final Project assessment tool.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The chosen sampling of ANI 145 classes includes both on-campus and online student populations spanning multiple semesters. The on-campus class in this sample was scheduled during the day and our Distance Learning courses feature recurring live online meetings (which are recorded for students who can't make it at that time to view) that often vary in timing from semester to semester.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The assessment tool used for Outcome 1 is the Final Project which is an original storyboard. The panels of the storyboard are scored primarily on:

- o their composition

- o their perspective/depth

- o if they tell the story

For each of the above rubric criteria students earn "Novice" (6/10 points or 60%), "Competent" (8/10 points or 80%) or "Proficient" (10/10 points or 100%) ratings. Tables and charts were compiled to visualize the data for each of the

courses in the sample selected for assessment. Novice rubric scores fail to meet the established criteria of scoring 70% or better while both Competent and Proficient rubric scores successfully meet the established criteria of scoring 70% or better.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

If you review the tables and graphs attached related to the ANI 145 Final Projects you can drill down to the specific distribution of student rubric scores for every student in the sampled courses.

Here I'll describe the notable highlights and overall results. In Spring/Summer of 2021 the rubric criteria for "Do they tell the story?" just barely fails at 69% rather than 70% scoring a 70% or higher. But this is the exception to the rule as every other rubric criterion succeeds with 93% or more of the students scoring a 70% or higher. Ultimately, if the rubric scores for all three sampled courses are averaged together:

- 96% of students (45/47) score a 70% or higher for the "Composition" rubric criteria

- 98% of students (46/47) score a 70% or higher for the "Perspective/Depth" rubric criteria

- 87% of students (41/47) score a 70% or higher for the "Do they tell the story" rubric criteria

Clearly ANI 145 is working well and meeting and exceeding the Standard of Success for the Final Project assessment tool.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Across the board, the average of Final Projects rubric criteria from all three sampled classes are come out to 94% which is well above the standard of success for Outcome 1 of 70% of students scoring 70% or higher. Students overall seem to be creating storyboards that demonstrate a solid understanding of the principles related to the conceptualization process like composition, perspective, and visual storytelling. Also of note, although not specifically scored, the sheer variety of story from student to student suggests a high level of creativity among the sampled students as well, which is a great area of strength as well.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Even though students exceeded the standard of success, there are some areas that could be improved. First, I was a bit disappointed to see that of the three-class average of the three rubric criteria "Do they tell the story?" scored the lowest with 88%. If you drill down into the data Winter 2021 "Do they tell the story?" scored 100% and Spring/Summer 2022 "Do they tell the story?" scored 94% and it is primarily the Spring/Summer 2021 "Do they tell the story?" of 69% that brings this average so low. But of all three criteria, I would consider this visual communication of the story as the most important since that is the primary function of the storyboard. So how can we improve upon the clear visual communication of a storyboard? Test it by showing to someone other than the artist that created it and get feedback on what the storyboard seems to communicate to them. Therefore, I propose requiring an ungraded rough draft of the Final Project storyboard be given to another student in the class who didn't create it to provide feedback back to the artist that created it. This has the potential to improve not just the "Do they tell the story?" rubric criteria but the "Composition" and "Perspective/Depth" criteria as well.

I also couldn't help but notice that the presentation of the storyboards themselves were all over the map. Some were separate pages for each panel, some had a few hand-drawn rectangular boxes spaced out on a page, still others were single page with square grids of tons of boxes with no space between them. As a final project, we could really hold the presentation to a higher standard for this project that is closer to what you'll find in the industry. It used to be trickier to pull this off (can't hand out printed storyboards to an online student or expect them to have printer access, can't easily print digital art perfectly into a storyboard template, etc.) but now there are online tools that make this very possible. I recommend students use an instructor-specified Canva storyboard template via a free Canva.com account. They can create their panel artwork digitally or photograph or scan hand-drawn art and easily populate the digital panels of the Canva template. They can add any needed text and save the storyboard as a PDF out of Canva and upload it to Blackboard. This is easy and so much more professionally presented. Students learn a bit more about presentation and now they could even showcase their storyboards to potential employers or transfer institutions.

Outcome 2: Explain the relevance of significant developments in the history of animation to contemporary animation.

- Assessment Plan
    - Assessment Tool: Outcome-related questions on quiz

- o Assessment Date: Winter 2024

- o Course section(s)/other population: All sections

- o Number students to be assessed: All students

- o How the assessment will be scored: Answer key

- o Standard of success to be used for this assessment: 70% of the students will score a 70% or higher.

- o Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2021	2022, 2021

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
65	68

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All 68 students in the Blackboard gradebook for all three ANI 145 courses were included in the data sample for Outcome 2 for ANI 145. This includes three students who received a score of zero for all the outcome-related questions.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The chosen sampling of ANI 145 classes includes both on-campus and online student populations spanning multiple semesters. The on-campus class in this sample was scheduled during the day and our Distance Learning courses feature recurring live online meetings (which are recorded for students who can't make it at that time to view) that often vary in timing from semester to semester.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The assessment tool used for Outcome 2 is outcome-related quiz questions. The "Animation History" quiz contains all the questions designed to measure ANI 145

students' knowledge of the relevance of significant developments in the history of animation to contemporary animation.

Tables and charts were compiled to visualize the data for each of the courses in the sample selected for assessment. Students who scored above 70% on the Animation History quiz were counted as having successfully meet the established criteria of scoring 70% or better for this Outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>

Here again I'll describe the notable highlights and overall results. In Spring/Summer of 2021 84% of students (21/25) scored a 70% or higher. In Winter 2021 77% of students (17/22) scored a 70% or higher. In Spring/Summer 2022 95% of students (20/21) scored a 70% or higher. Ultimately, if the quiz scores for all three sampled courses are averaged together 85% of students (58/68) scored a 70% or higher. These "Animation History" quiz results demonstrate that ANI 145 is working well and meeting and exceeding the Standard of Success for the outcome-related quiz questions assessment tool.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

An average of 86% of students scoring a 70% or higher across all sampled sections signals a healthy rate of overall comprehension of the relevance of significant developments in the history of animation to contemporary animation. Student performance was strong across a variety of questions relating to landmark animated works, game changing technologies, notable animators, and significant dates in the history of animation. Overall ANI 145 instructors and course content seem to be teaching these students well.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Of course, there is always room for improvement, and it is common for students to get different questions right and wrong from semester to semester in ANI 145. However, drilling down to performance on specific "Animation History" quiz questions, I was able to identify four questions that scored poorly across all three sampled semesters (see attached for specific question text). This seems more than a coincidence and warranted closer scrutiny. All four questions were

multiple-choice questions requiring students to selection the title of a specific work demonstrating a notable first in animation history.

I believe these questions can be improved through slight rewording and/or the inclusion of additional articles in the ANI 145 Blackboard Learning Unit modules. If interested, you can review the specific questions and suggested changes in the attached documentation. Hopefully, the additional course materials and question revisions will further enhance student understanding and their performance on this assessment tool for Outcome 2.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

N/A

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

ANI 145 appears to be meeting the needs of students and the program very well. The assessment process still highlighted some areas where improvement may be possible. From quiz questions to supplemental course material to assignment deliveries and formatting we can still work to improve this course.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information and action will be shared with departmental faculty upon completion.

4.
Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Four of the "Animation History" poorly scoring quiz questions can be improved through slight rewording. You	Some of the current phrasing or bold emphasis is potentially unclear or misleading.	2023

	can review the specific questions and suggested changes in the attached documentation.		
Assessment Tool	Adjust scoring ranges for outcome 1.	To improve the accuracy of the data, I will be adjusting the percentages to the following: **Novice**: 0% – 69% **Competent**: 70% - 79% **Proficient**: 80% - 89% **Excellent**: 90%-100%	2024
Course Assignments	Require an ungraded rough draft of the Final Project storyboard be given to another student in the class who didn't create it to provide feedback back to the artist that created it. Be sure to provide enough time between the rough draft and the Final Project due date for storyboard artist to review feedback and make revisions.	The feedback gathered through the rough draft should help the Final Projects visually communicate the story better than a storyboard without any outside feedback.	2023
Course Materials (e.g. textbooks,	Two of the "Animation History" poorly	Including the information formally in the	2023

handouts, on-line ancillaries)	scoring quiz questions refer to information that is not formally available in the Learning Units of the ANI 145 Blackboard course. You can review the specific questions and suggested additional materials in the attached documentation.	Learning Units of the course master for ANI 145 will ensure that students have access to this information even if a given instructor doesn't emphasize the information needed to get these answers correct.	
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Implement Canva for the final project.	Canva provides many tools and options that should help in improving student presentations.	2024

5. Is there anything that you would like to mention that was not already captured?

No

III. Attached Files

ANI_145_Assessment_Data
Additional Course Material 1
Additional Course Material 2

Faculty/Preparer:	Kevin Bindschadler	**Date:** 08/03/2023
Department Chair:	Jason Withrow	**Date:** 08/08/2023
Dean:	Eva Samulski	**Date:** 08/11/2023
Assessment Committee Chair:	Jessica Hale	**Date:** 12/15/2023