**Continuous Improvement Plan Report to be Completed in Years 2/4 of Program Review Cycle**

**Date: February 11, 2025 Name of Program: Animation & Game Art**

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**Table 1: CIP Student/Program Level Learning Outcomes Targeted for Improvement, Description of Assessment Measure(s) and Targets Levels of Success Table (focus on at least one student/program level outcome for the next two years)**

**Description of Fields in CIP Table 1:**

**A. Student Learning Outcome(s)** -Results expected in this program (e.g., students will be able to compare/contrast conflict and structural functional theories). Outcomes must be quantifiable and measurable.

**B. Assessment Measure(s)** –Assessmentinstrument(s)/process(es) used to measure results (e.g., embedded test questions 6 & 7 from final exam)

**C. Targeted Level(s) of Success** -Level of success expected (e.g., X% of students will score at least Y on the indicated assessment)

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| 1. **Student/Program Level Learning Outcome(s)**   **Targeted for Improvement**  (e.g., “Students will be able to…”) | **B. Description of Assessment Measure(s)**  (Assessment instrument(s)/process(es) used to measure results - Include course in which assessment will be given) | **C. Targeted Level(s) of Success**  (e.g., X% of students will score at least Y on the indicated assessment.) |
| **PLO #1:** Students demonstrate effective **concept development** for the execution of professional media. | The **Final Portfolio Presentation assignmen**t in **ARTV 2335 Portfolio Development for Animation** is the culmination of the student’s self-scheduled work on portfolio projects all semester. The **Final Portfolio Presentation** R**ubric criteria** of **Portfolio Originality** and **Portfolio Technique** measure the development of characters, environments, stories, game-play objectives, or narratives through the production of concept art, design art, storyboards, look development, scripts, UI design, or level design, depending on the student’s career interests and specialty. These are created to guide and define the final production.  A clear **succession of ideas** must be presented in a series of pieces that show **original creative work**, **different types** (visual, narrative, emotional) **and levels** (societal, personal, internal) **of communication**, and **a wide range of skills and media** as defined in the rubric criteria. | **Passing > 75%** - Evaluated by the **Final Portfolio Presentation Rubric** in the **Portfolio Originality** and **Portfolio Technique criteria** based on each student’s performance in **completing their project work** for their final portfolio.  **Final Portfolio Presentation Rubric**  25 pts / 25% of final course grade  **Portfolio Originality**  Do the chosen portfolio pieces represent original creative work by the student? Is there successful development of concepts?  5/25 pts  **Portfolio Technique** Is there a mastery of technical skills? Is there software proficiency and integration? 5/25 pts |
| **PLO #2:** Students demonstrate **proficiency in design principles** in the execution of professional media | The **Final Portfolio Presentation assignmen**t in **ARTV 2335 Portfolio Development for Animation** is the culmination of the student’s self-scheduled work on portfolio projects. The rubric criteria of **Portfolio Aesthetics** measures the **application of design principles** according to the student’s career interest and area of production (concept art, storyboarding, modeling, 2D animation, rigging, 3D animation, texturing, lighting, game design, programming, etc.). Students are expected to demonstrate a significant mastery, depending on the student’s specialty of:  **12 Principles of Animation** as outlined by Ollie Johnson and Frank Thomas, for animation.  **Visual Art Design Principles** (contrast, balance, rhythm, pattern, white space, etc.) for concept art and storyboard.  **Game Design Principles** (core mechanic, balanced play, feedback and rewards, etc.) for game art, level design, and programming. | **Passing > 75%** - Evaluated by the **Final Portfolio Presentation Rubric** in the **Portfolio Aesthetics criteria** based on each student’s performance in **completing their project work** for their final portfolio.  **Final Portfolio Presentation Rubric**  25 pts / 25% of final course grade  **Portfolio Aesthetics:**  Is there a mastery of the 12 Animation Principles, Visual Art Design Principles, or Game Design Principles? Is the work appealing or effective? Is there a developed style or look?  5/25 pts |
| **PLO #3:** Students demonstrate effective **project management** in the execution of professional media | The **Schedule Assignment** in **ARTV 2335 Portfolio Development for Animation** requires students to identify pieces from their **Current Portfolio Review** (in the second week of the semester) and 1)**title** them, 2)**categorize** them ("pieces to **polish**, pieces that **need work**, and **new** pieces to create to finish your portfolio.”), 3)break down the **intermediate steps** needed to finish them, and then 4)**estimate due dates** that allow students to finish multiple pieces before the Final Portfolio Review. This schedule is used during subsequent class meetings to **track portfolio project progress** and **calibrate time estimation** and **project management** skills.  The document submitted by the student is a written sequential list, a spreadsheet, a tracking calendar, a KanBan board, or a Gantt chart.  While the time to finish a project and the steps taken can vary from the estimation and plan, the assignment lets student calibrate their **estimation** and **project management skills** by giving them **feedback** on their **accuracy** in **planning** because the **Schedule** is used each week and updated. | **Passing > 75%** - Evaluated by the **Portfolio Project Scheduling Rubric** and based on each student’s performance in **completing their project work** for their final portfolio.  The **Portfolio Project Scheduling Rubric** measures ***time estimation***and ***project management*** **skills** the student has learned by their final semester in the program (when they are permitted into ARTV 2335), using ***four criteria*** applied to the **pieces produced or completed** during the semester to be submitted in their **Final Portfolio Review Assignment**:  2 pts - **Working Title** (unique, descriptive)  2 pts - **Project Categorization** (Finished, Needs Work, New relating to student portfolio)  4 pts - **Intermediate Steps** (milestones, phases)  2 pts - **Due Dates** (Estimated from intermediate steps and staggered with other projects)  The **10-pts** total is 10% of the final course grade. |

**Add additional rows if necessary.**

**Table 2. CIP Student Learning Outcomes 1–3 (focus on at least one for the next two years)**

**Description of Fields in CIP Table 2:**

**A. Student/Program Level Learning Outcome(s) Targeted for Improvement** -Results expected in this program (e.g., Students will be able to compare/contrast conflict and structural functional theories). Outcomes must be quantifiable and measurable.

**B. Assessment Measure(s)** – **Assessment** Instrument(s)/process(es) used to measure results (e.g., embedded test questions 6 & 7 from final exam)

**C. Targeted Level(s) of Success** -Level of success expected (e.g., X% of students will earn a score of Y or greater on the embedded test questions)

**D. Description of Action Plan to Improve Learning** -Describe action(s) to be taken to improve student attainment of the indicated student/program level outcome. What will you do?

**E. Summary of Results/Data** - Summarize the information and data collected in year 1/3 when action plan was implemented.

**F. Findings** - Explain how the information and data has impacted the expected student learning outcome.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make improvements.

**Student/Program Level Learning Outcome Targeted for Improvement #1**

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| 1. **Student/Program Level Learning Outcome Targeted for Improvement #1:**   PLO#1 Students demonstrate **effective concept development** for the execution of professional media. | |
| 1. **Assessment Measure(s):**   The **Final Portfolio Presentation assignmen**t in **ARTV 2335 Portfolio Development for Animation** is the culmination of the student’s self-scheduled work on portfolio projects all semester. The **Final Portfolio Presentation** R**ubric criteria** of **Portfolio Originality** and **Portfolio Technique** measure the development of characters, environments, stories, game-play objectives, or narratives through the production of concept art, design art, storyboards, look development, scripts, UI design, or level design, depending on the student’s career interests and specialty. These are created to guide and define the final production.  A clear **succession of ideas** must be presented in a series of pieces that show **original creative work**, **different types** (visual, narrative, emotional) **and levels** (societal, personal, internal) **of communication**, and **a wide range of skills and media** as defined in the rubric criteria. | 1. **Targeted Level(s) of Success:**   **Passing > 75%** Evaluated by the **Final Portfolio Presentation Rubric** in the **Portfolio Originality** and **Portfolio Technique criteria** based on each student’s performance in **completing their project work** for their final portfolio.  **Final Portfolio Presentation Rubric** 25 pts / 25% of final course grade  “**Portfolio Originality** Do the chosen portfolio pieces represent original creative work by the student? Is there successful development of concepts? 5/25 pts  “**Portfolio Technique** Is there a mastery of technical skills? Is there software proficiency and integration?” 5/25 pts |
| 1. **Description of Action Plan to Improve Learning:**   Record student performance as measured by the **ARTV 2335** **Final Portfolio Presentation Assignment Rubric** and evaluated by **Portfolio Professor**. [2023-2024] | |
| 1. **Summary of Results/Data:**   ***ARTV 2335 Final Portfolio Review***   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | Students | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  | | |  | psbl | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | avg: | mean: | | Spring 2023 | 25 | 25 | 25 | 25 | 25 | 25 | 17 | 20 | 15 | 25 | 25 | 25 | 25 |  |  |  |  |  |  |  | 23.08 | 22.77 | | Spring 2024 | 25 | 25 | 25 | 25 | 15 | 25 | 25 | 25 | 25 | 17 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 24.05 | 23.85 | | |
| 1. **Findings:**   The targeted level of success was met for the measure of students **demonstrating effective concept development**.  In their early artwork, many students have focused on copying the art of others, either comic book or manga artists, or drawing characters from their favorite television or movie series. In the Animation & Game Art program, the student begins to create their own characters, environments, props, and stories. While imitation of art style or technique is a great way to learn, and there are many tutorials based on imitation, the course projects that are included in the final Portfolio should show original work and original thinking. Our students have moved through ARTV 1371 Storyboard and Concept Art to ARTV 2345 3D Modeling II to GAME 2325 3D Animation II Character Setup with their own character design, model, and character rig (puppet) to include an original character in their own Portfolio. This is shown in complete “project galleries” in students’ final Portfolios on the web, where each phase is well represented, as is reflected in their assignment scores above. | |
| 1. **Implementation of Findings:**   The refinement of original ideas from one class to the next is one key to a student learning to develop their own stories, characters, and environments. Portfolio projects are the culmination of many courses and assignments, where a student revisits and redefines ideas many times to find what works best. Our project-based courses should be taught with this final Portfolio goal in mind. The students that do not do well are those that do not go through this refinement, but turn in projects as one-off assignments or as a demonstration to the instructor rather than work the would produce on their own. A Portfolio piece that goes through many revisions gets the benefit of critique, contemplation, and validation based on practical presentation. | |

**Student/Program Level Learning Outcome Targeted for Improvement #2**

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| 1. **Student/Program Level Learning Outcome Targeted for Improvement #2:**   **PLO #2:** Students demonstrate **proficiency in design principles** in the execution of professional media | |
| 1. **Assessment Measure(s):**   The **Final Portfolio Presentation assignmen**t in **ARTV 2335 Portfolio Development for Animation** is the culmination of the student’s self-scheduled work on portfolio projects. The rubric criteria of **Portfolio Aesthetics** measures the **application of design principles** according to the student’s career interest and area of production (concept art, storyboarding, modeling, 2D animation, rigging, 3D animation, texturing, lighting, game design, programming, etc.). Students are expected to demonstrate a significant mastery, depending on the student’s specialty of:  **12 Principles of Animation** as outlined by Ollie Johnson and Frank Thomas, for animation.  **Visual Art Design Principles** (contrast, balance, rhythm, pattern, white space, etc.) for concept art and storyboard.  **Game Design Principles** (core mechanic, balanced play, feedback and rewards, etc.) for game art, level design, and programming. | 1. **Targeted Level(s) of Success:**   **Passing > 75%** - Evaluated by the **Final Portfolio Presentation Rubric** in the **Portfolio Aesthetics criteria** based on each student’s performance in **completing their project work** for their final portfolio.  **Final Portfolio Presentation Rubric**  25 pts / 25% of final course grade  "**Portfolio Aesthetics:**  Is there a mastery of the 12 Animation Principles, Visual Art Design Principles, or Game Design Principles? Is the work appealing or effective? Is there a developed style or look?"  5/25 pts |
| 1. **Description of Action Plan to Improve Learning:**   Record student performance as measured by the **ARTV 2335** **Final Portfolio Presentation Assignment Rubric** and evaluated by **Portfolio Professor**. [2023-2024] | |
| 1. **Summary of Results/Data:**   ***ARTV 2335 Final Portfolio Review***   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | Students | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  | | |  | psbl | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | avg: | mean: | | Spring 2023 | 25 | 25 | 25 | 25 | 25 | 25 | 17 | 20 | 15 | 25 | 25 | 25 | 25 |  |  |  |  |  |  |  | 23.08 | 22.77 | | Spring 2024 | 25 | 25 | 25 | 25 | 15 | 25 | 25 | 25 | 25 | 17 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 24.05 | 23.85 | | |
| 1. **Findings:**   The targeted level of success was met for the measure of students **demonstrating proficiency in design principles**.  Some students have a significant concentration in one area, like animation, storyboard, or game design. A few have a prolific portfolio of all three, and the key to organizing those portfolios is to show a complete project, demonstrating how design choices are influenced by the plot of a story, the personality of a character, or the feeling of an environment. Because the course has individual meetings between the instructor and each student each week, these ideas that determine design decisions are discussed in detail for each work in progress (“WIP”) before it is submitted to the final portfolio. Students who struggled with seeing the connection between a story or character and color choices, shape choices, or animation timing, are presented with several demonstrations of how this process works in production. A gloomy character might have dark clothing, e.g., and the audience responds to this without the statement being explicit. Even in the course of a single semester, refining old projects or producing new projects, this concept snaps into place in certain project. The Final Portfolio grade is developed over the course of the whole semester, and, actually, over a student’s entire college career. | |
| 1. **Implementation of Findings:**   Presenting, rehearsing, practicing, and then reinforcing principles of design starts in early courses and is referenced in each subsequent course. In Portfolio class, students go through the projects they’ve created in earlier classes and refine them and create brand new pieces that fill in missing parts of their portfolio. Later pieces may be stronger, even though they might have a shorter production time, and when new pieces produced in Portfolio class are successful, this demonstrates that the principles have been internalized and the process has become a habit. Each course in the program should produce a potential portfolio piece, starting with pieces that focus on design principles, and adding other elements (time management, technical proficiency) in later projects. | |

**Student/Program Level Learning Outcome Targeted for Improvement #3**

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| 1. **Student/Program Level Learning Outcome Targeted for Improvement #3:**   **PLO #3:** Students demonstrate effective **project management** in the execution of professional media | |
| 1. **Assessment Measure(s):**   The **Schedule Assignment** in **ARTV 2335 Portfolio Development for Animation** requires students to identify pieces from their **Current Portfolio Review** (in the second week of the semester) and 1)**title** them, 2)**categorize** them ("pieces to **polish**, pieces that **need work**, and **new** pieces to create to finish your portfolio.”), 3)break down the **intermediate steps** needed to finish them, and then 4)**estimate due dates** that allow students to finish multiple pieces before the Final Portfolio Review. This schedule is used during subsequent class meetings to **track portfolio project progress** and **calibrate time estimation** and **project management** skills.  The document submitted by the student is a written sequential list, a spreadsheet, a tracking calendar, a KanBan board, or a Gantt chart.  While the time to finish a project and the steps taken can vary from the estimation and plan, the assignment lets student calibrate their **estimation** and **project management skills** by giving them **feedback** on their **accuracy** in **planning** because the **Schedule** is used each week and updated. | 1. **Targeted Level(s) of Success:**   **Passing > 75%** - Evaluated by the **Portfolio Project Scheduling Rubric** and based on each student’s performance in **completing their project work** for their final portfolio.  The **Portfolio Project Scheduling Rubric** measures ***time estimation***and ***project management*** **skills** the students have learned by their final semester in the program (when they are permitted into ARTV 2335), using ***four criteria*** applied to the **pieces produced or completed** during the semester to be submitted in their **Final Portfolio Review Assignment**:  2 pts - **Working Title** (unique, descriptive)  2 pts - **Project Categorization** (Finished, Needs Work, New relating to student portfolio)  4 pts - **Intermediate Steps** (milestones, phases)  2 pts - **Due Dates** (Estimated from intermediate steps and staggered with other projects)  The **10-pts** total is 10% of the final course grade. |
| 1. **Description of Action Plan to Improve Learning:**   Record student performance as measured by the **ARTV Schedules Assignment Rubric** and evaluated by each **Portfolio Professor**. [2023-2024] | |
| 1. **Summary of Results/Data:**   ***ARTV 2335 Schedule Assignment***   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | Students | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  | |  | psbl | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | Avg: | mean: | | Spring 2023 | 10 | 10 | 10 | 10 | 10 | 10 | 3 | 10 | 10 | 10 | 10 | 10 | 10 |  |  |  |  |  |  |  | 9.42 | 9.05 | | Spring 2024 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 8 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 9.89 | 9.88 | | |
| 1. **Findings:**   The targeted level of success was met for the measure of students **demonstrating effective project management**.  Individual schedules were evaluated based on the four criteria listed above (title, category, steps, due dates) and the completeness of the schedule to cover the entire semester. Most students in both years, the Spring 2023 base semester and the Spring 2024 measured semester, were able to create an adequate schedule in various formats: text list, word document, excel spreadsheet, or calendar schedule. The assignment was pre-reviewed in class on week 3, after the initial portfolio review covering their existing portfolio pieces. Then, assignment submissions were reviewed in week 4, so students were able to revise their schedule based on instructor feedback. The schedule was also an on-going instrument to guide the project the students worked on each week. This interaction helped students to master the schedule assignment, which might involve changing the schedule to reflect actual work progress, and any lower grade was revised to reflect what the student learned during the semester about scheduling. | |
| 1. **Implementation of Findings:**   After some initial lectures, Portfolio class meets in small groups and individual appointments, where each student talks with the professor in each class. This dynamic is a common industry practice of collaboration, critique, and revision that is necessary to produce creative works. So, understanding is not just tested once, but continually, and concepts can be refined and expanded. This leads to better portfolio pieces and better grades. This approach of multiple revisions of the same project is useful for any of the program’s project-based courses. The main pathway to student success is attendance and participation, with students leaving behind the focus on assignment due dates. In ARTV 2335 students create their own schedule for all of their portfolio projects and practice estimating, executing, and evaluating several milestones for each project. | |

**Program Assessment Data Report**

**Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Terms Data Collected: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Program-Level Learning Outcome- (From Assessment Plan) | Assessment Measure(s) and Where Implemented in Curriculum – (From Assessment Plan) | Target Outcome(s)- Level of Success Expected – (From Assessment Plan) | Assessment Results – (Provide data in a form related to targeted levels of success to left. Indicate if targeted level of success was met, partially met, or not met.) |
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