**Assessment Plan**

**for Workforce and FOS Programs**

**Program/Track Name: \_\_AAS-Animation & Game Art \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

|  |  |
| --- | --- |
| Program-Level Learning Outcomes | |
| Program Learning Outcome 1: | Students demonstrate effective **concept development** for the execution of professional media. |
| Program Learning Outcome 2: | Students demonstrate **proficiency in design principles** in the execution of professional media |
| Program Learning Outcome 3: | Students demonstrate effective **project management** in the execution of professional media |
| Program Learning Outcome 4: | Full-time faculty will **identify and recruit** industry  professionals to fill adjunct faculty positions. |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you

***How to complete the program map:***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | Program Learning Outcome 3 | Program Learning Outcome 4 |
| ARTC 1305 Basic Graphic Design (Communication Design) | I | P | P |  |
| ARTC 1325 Introduction to Computer Graphics (Comm Design) |  | I | I |  |
| ARTV 1345 3D Modeling and Rendering I | I | P | I |  |
| ARTV 1371 Storyboard and Concept Development | I, P, E, A | I |  |  |
| FLMC 1301 History of Animation Techniques | I, P, E, A |  | I |  |
| ARTC 1302 Digital Imaging I | I | I |  |  |
| ARTV 1341 3D Animation I | P | P | E |  |
| FLMC 1331 Video Graphics and Visual Effect I | I | P | P |  |
| GAME 1303 Introduction to Game Design and Development | P, E | P, E | I, P, E, A |  |
| ARTV 1303 Basic Animation | I | I | I |  |
| ARTV 2345 3D Modeling and Rendering II | P | P | E |  |
| ARTV 2351 3D Animation I | P | A | E |  |
| *Option 1:* ARTV 1351 Digital Video (Video Production curriculum) | P | P | P |  |
| *Option 2:* GAME 2359 Game and Simulation Group Project | E | P | A |  |
| GAME 2325 3D Animation II – Character Setup | E | P, E | P, E, A |  |
| ARTV 2355 Portfolio Development for Animation | A | A | P, A |  |
| *ESC and Electives* |  |  |  |  |
| ARTV 2371 Advanced Skill Development for Animation and Games | P | P, A | P, A |  |
| FLMC 2331 Video Graphics and Visual Effect II | P | P, A | P, A |  |
| GAME 2309 Video Game Art II | E, P | P, E, A | P |  |
| GAME 2341 Game Scripting | P | P, E, A | P, E, A |  |
| GAME 2386 Internship - Animation, Interactive Technology, Video Graphics and Special Effects |  | P | A |  |

**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

|  |  |  |
| --- | --- | --- |
| Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.) | Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | Targets- Level of Success Expected  (e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| 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. |
| PLO #4: Full-time faculty will **identify and recruit** industry  professionals to fill adjunct faculty positions. | **Full-time faculty** have **identified qualified candidates, contacted candidates** to encourage them to apply for the **Animation Adjunct Professor position**, and candidates have **interviewed** and given a **teaching demonstration** to a **hiring committee** led by the Associate Dean. | At least **one (1) new** adjunct faculty member is hired for the instruction of courses taught in **each specialty computer lab** (PFIT-102 **Modeling & Animation**, PFIT-104 **Storyboard & Concept Art**, PFIT-112 **Mixed & Augmented Reality**) **Wylie Campus** lab within **two years**. |