

## NMA Program SLO Annual Assessment Report

**Program Name:** New Media Arts (NMA)

**Date:** 5-10-12

Four randomly selected examples of capstone student work were evaluated: two animation demo reels and two interface design portfolios.

Please refer to the attached **New Media Arts Program SLO Assessment Rubric** (grid) for more detail on the assessment language for each score (1-4) and the **New Media Arts Program SLO Annual Assessment Results** (grid with results recorded) from our May 12<sup>th</sup> 2010 meeting for more detail.

Program SLOs	Evidence of Industry Validation	Assessment Strategy/ instrument	Results of Program Assessment <sup>1</sup>	Plan for Improvement <sup>2</sup>
<b>1. Apply knowledge</b> of the theory, history, and principles of design and/or animation.	NMA Advisory Board Approval – <i>voted on Dec. 4<sup>th</sup>, 2008</i>	NMA Program SLO Assessment Rubric (Grid) – <i>see attached</i>	<b>Score (1-4)*:</b> 1 - 2 - 3 - 50% (2 students) 4 - 50% (2 students)	Maintain. Continue to encourage student research, the creative process, and engagement with the design and/or animation industries and to reflect upon their learning as they integrate their new knowledge into their assignments.
<b>2. Apply successful problem-solving skills</b> utilizing industry standard applications, technologies, and techniques in	NMA Advisory Board Approval – <i>voted on Dec. 4<sup>th</sup>, 2008</i>	NMA Program SLO Assessment Rubric (Grid) – <i>see attached</i>	<b>Score (1-4)*:</b> 1 - 2 - 3 - 50% (2 students) 4 - 50% (2 students)	Maintain. Continue to integrate industry standard technologies and techniques in the classroom and to help encourage student problem solving via self-learning, research, and taking

<sup>1</sup> Results of program assessment: % of students who met the outcome(s) and at what level they met the outcome(s)

<sup>2</sup> Plan for Improvement: what will the program do to improve the results?

the creative and technical production process.				advantage of available resources.
<b>3. Participate as a team member</b> to make collaborative decisions toward shared objectives with civility, interpersonal skills, and a respect for cultural diversity.	NMA Advisory Board Approval – <i>voted on Dec. 4<sup>th</sup>, 2008</i>	NMA Program SLO Assessment Rubric (Grid) – <i>see attached</i>	<b>Score (1-4)*:</b> 1 - 2 - 3 - 25% (1 student) 4 - 75% (3 students)	Maintain. Encourage quieter students to play larger roles in team projects and critiques.
<b>4. Communicate effectively</b> both visually and verbally in the classroom, community, and/or industry.	NMA Advisory Board Approval – <i>voted on Dec. 4<sup>th</sup>, 2008</i>	NMA Program SLO Assessment Rubric (Grid) – <i>see attached</i>	<b>Score (1-4)*:</b> 1 - 2 - 3 - 25% (1 student) 4 - 75% (3 students)	Maintain. Encourage quieter students to speak up more.
<b>5. Synthesize</b> the concepts and skills in the creation of a culminating project that integrates conceptual thinking and aesthetic application.	NMA Advisory Board Approval – <i>voted on Dec. 4<sup>th</sup>, 2008</i>	NMA Program SLO Assessment Rubric (Grid) – <i>see attached</i>	<b>Score (1-4)*:</b> 1 - 2 - 3 - 25% (1 student) 4 - 75% (3 students)	Maintain. Encourage students to go above and beyond in presenting their capstone work to compete with industry.

\* Please refer to the attached New Media Arts Program SLO Assessment Rubric (Grid) for more detail on the assessment language for each score (1-4) and the New Media Arts Program SLO Annual Assessment Results (another grid) from our May 12<sup>th</sup> 2010 meeting for more detail.

Please complete the table above. Please also submit:

1. Grid showing alignment of courses to program outcomes

2. If the program outcomes have not all been assessed this year, please include an assessment plan: what outcomes will be assessed, when they will be assessed and how will they be assessed

## New Media Arts Program SLO Annual Assessment Results

May 12<sup>th</sup> 2010

Four randomly selected examples of capstone student work were evaluated: two animation demo reels (Animation #1 and #2 below) and two interface design portfolios (Interface #1 and #2 below).

	1 (Little or No/Poor)	2 Basic/Some	3 Good	4 Exceptional/ Strong
<b>1. Apply knowledge</b> of the theory, history, and principles of design and animation.			Interface Design #2 Animation #2	Interface Design #1 Animation #1
<b>2. Apply successful problem-solving skills</b> utilizing industry standard applications, technologies, and techniques in the creative and technical production process.			Interface Design #2 Animation #2	Interface Design #1 Animation #1
<b>3. Participate as a team member</b> to make collaborative decisions toward shared objectives with civility, interpersonal skills, and a respect for cultural diversity.			Interface Design #2	Interface Design #1 Animation #1 Animation #2
<b>4. Communicate effectively</b> both visually and verbally in the classroom, community, and/or industry.			Interface Design #2	Interface Design #1 Animation #1 Animation #2
<b>5. Synthesize</b> the concepts and skills in the creation of a culminating project that integrates conceptual thinking and aesthetic application.			Animation #2	Interface Design #1 Interface Design #2 Animation #1

## New Media Arts Program SLO's Course Tables

### *Interface Design:*

<b>Interface Design</b>	<b>PLO 1 - Knowledge</b>	<b>PLO 2 – Problem Solving</b>	<b>PLO 3 – Team Member</b>	<b>PLO 4 - Communication</b>	<b>PLO 5 - Synthesis</b>
<b>General Education Requirements (15 credits)</b>					
ENG 100 or ENG 160 or ESL 100				X	
ANTH 200 or PSY 100				X	
AS/NS Elective					
MATH 100 or PHIL 110		X		X	
ART 101	X	X		X	X
<b>New Media Arts Interface Design Requirements (63 credits)</b>					
ART 113	X	X		X	X
ART 115	X	X		X	X
ART 112	X	X		X	X
ART 107	X	X		X	X
ART 125	X	X		X	X
ART 127	X	X		X	X
ART 159	X	X	X	X	X
ART 266	X	X		X	X
ART 229	X	X	X	X	X
ART 128	X	X		X	X
ART 155	X	X	X	X	X
ART 202	X	X		X	X
ART 258	X	X		X	X
ART 257	X	X		X	X
ART 249	X	X		X	X
ART 129	X	X		X	X
ART 222	X	X	X	X	X
ART 294 or ART 293v or MKT 185	X	X	X	X	X
ART 295	X	X	X	X	X

**Animation:**

<b>Animation</b>	<b>PLO 1 - Knowledge</b>	<b>PLO 2 – Problem Solving</b>	<b>PLO 3 – Team Member</b>	<b>PLO 4 - Communication</b>	<b>PLO 5 - Synthesis</b>
<b>General Education Requirements (15 credits)</b>					
ENG 100 or ENG 160 or ESL 100				X	
ANTH 200 or PSY 100				X	
AS/NS Elective					
MATH 100 or PHIL 110		X		X	
ART 101	X	X		X	X
<b>New Media Arts Animation Requirements (54 credits)</b>					
ART 116 or ART 123	X	X		X	X
ART 107	X	X		X	X
ART 112	X	X		X	X
ART 113	X	X		X	X
ART 115	X	X		X	X
ART 126	X	X		X	X
ART 156	X	X		X	X
ART 157	X	X	X	X	X
ART 158	X	X		X	X
ART 202	X	X		X	X
ART 212	X	X		X	X
ART 214	X	X		X	X
ART 226	X	X		X	X
ART 246	X	X		X	X
ART 247	X	X		X	X
ART 294 and/or ART 293v	X	X	X	X	X
ART 294 and/or ART 293v	X	X	X	X	X
ART 296	X	X	X	X	X

# New Media Arts Program SLO Assessment Rubric

Updated May 2010

	1	2	3	4
<b>1. Apply knowledge</b> of the theory, history, and principles of design and/or animation.	<b>Demonstrates little or no application of knowledge</b> of the theory, history, and principles of design and/or animation. Shows little or no evidence of understanding the basic concepts and process.	<b>Demonstrates basic knowledge</b> of the theory, history, and principles of design and/or animation. Shows evidence of understanding the basic concepts and process.	<b>Demonstrates good knowledge</b> of the theory, history, and principles of design and/or animation. Shows good evidence of understanding the concepts and process.	<b>Demonstrates exceptional knowledge</b> of the theory, history, and principles of design and/or animation. Shows strong evidence of understanding the concepts and process.
<b>2. Apply successful problem-solving skills</b> utilizing industry standard applications, technologies, and techniques in the creative and technical production process.	<b>Poor problem solving skills.</b> Shows little to no creativity and or originality. Does not use technology effectively. Demonstrates little or no evidence of planning.	<b>Basic problem solving skills.</b> Produces somewhat creative and/or some original ideas. Use of technology is basic and meets the minimum requirements. Demonstrates some evidence of planning.	<b>Good problem solving skills.</b> Produces creative and original ideas. Use of technology meets most requirements. Demonstrates good evidence of planning.	<b>Strong problem solving skills.</b> Produces highly creative and original ideas. Exceptional use of technology that exceeds the requirements. Demonstrates strong evidence of planning.
<b>3. Participate as a team member</b> to make collaborative decisions toward shared objectives with civility, interpersonal skills, and a respect for cultural diversity.	<b>Little or no team participation.</b> Does not work well with others. Does not make any contributions to the overall team goals. Never helps his or her peers.	<b>Some team participation.</b> Sometimes works well with others. Makes consistent contributions to the overall team goals. Occasionally helps his or her peers.	<b>Good team participation.</b> Works well with others. Makes consistent contributions to the overall team goals. Usually helps his or her peers.	<b>Strong team participation.</b> Student is a proactive team leader. Works very well with others. Always makes strong contributions to the overall team goals. Always helps his or her peers.
<b>4. Communicate effectively</b> both visually and verbally in the classroom, community, and/or industry.	<b>Poor articulation of verbal and written statements.</b> Communicates poorly with a limited vocabulary of art terminology. Does not appropriately make reference to the aesthetic and compositional aspects displayed in his or her artwork.	<b>Somewhat articulate verbal and written statements.</b> Communicates with a basic vocabulary of art terminology. Draws reference to some of the aesthetic and compositional aspects displayed in his or her artwork.	<b>Articulate verbal and written statements.</b> Communicates well with a good vocabulary of art terminology. Draws reference to most of the aesthetic and compositional aspects displayed in his or her artwork.	<b>Highly articulate verbal and written statements.</b> Communicates clearly and effectively using all art terminology appropriately. Draws reference to all of the aesthetic and compositional aspects displayed in his or her artwork.
<b>5. Synthesize</b> the concepts and skills in the creation of a culminating project that integrates conceptual thinking and aesthetic application.	<b>Little or no synthesis of concepts and skills.</b> Poor quality artwork that lacks conceptual and aesthetic application.	<b>Some synthesis of concepts and skills.</b> Quality of artwork is basic. Shows some conceptual and aesthetic application.	<b>Good synthesis of concepts and skills.</b> Good quality artwork that shows conceptual and aesthetic application.	<b>Strong synthesis of concepts and skills.</b> High quality artwork that shows strong conceptual and aesthetic application.