

NMA Program SLO Annual Assessment Report

Program Name: New Media Arts (NMA)

Date: 5-12-10

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 12th 2010 meeting for more detail.

Program SLOs	Evidence of Industry Validation	Assessment Strategy/ instrument	Results of Program Assessment ¹	Plan for Improvement ²
1. Apply knowledge of the theory, history, and principles of design and animation.	NMA Advisory Board Approval – <i>voted on Dec. 4th, 2008</i>	NMA Program SLO Assessment Rubric (Grid) – <i>see attached</i>	Score (1-4)*: 1 - 2 - 3 - 50% (2 students) 4 - 50% (2 students)	After a closer look at the language of SLO #1, we are recommending adding “/or” rewording it to: <i>“Apply knowledge of the theory, history, and principles of design and/or animation in the creation new media art.”</i> This change in language will provide a more accurate measure for evaluating student work.
2. Apply successful problem-solving skills utilizing industry standard	NMA Advisory Board Approval – <i>voted on Dec. 4th, 2008</i>	NMA Program SLO Assessment Rubric (Grid) – <i>see attached</i>	Score (1-4)*: 1 - 2 - 3 - 4 - 100% (4 students)	In order to maintain and improve the results of not just SLO #2, but all SLO’s, NMA faculty discussed the idea of having a

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

² Plan for Improvement: what will the program do to improve the results?

applications, technologies, and techniques in the creative and technical production process.				repeatable course for graduating students to take after graduation for further improvement. Perhaps a summer run course?
3. Participate as a team member 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. 4th, 2008</i>	NMA Program SLO Assessment Rubric (Grid) – <i>see attached</i>	Score (1-4)*: 1 - 2 - 3 - 50% (2 students) 4 - 50% (2 students)	SLO #3 was difficult/impossible to evaluate or measure accurately from looking at the student work alone. NMA faculty decided to use anecdotal faculty remarks from class projects as evidence to generate a score. To improve upon this in the future, NMA faculty will look into various options for next year, including internship/practicum evaluation forms and letters from internship companies.
4. Communicate effectively both visually and verbally in the classroom, community, and industry.	NMA Advisory Board Approval – <i>voted on Dec. 4th, 2008</i>	NMA Program SLO Assessment Rubric (Grid) – <i>see attached</i>	Score (1-4)*: 1 - 2 - 3 - 4 - 100% (4 students)	After a closer look at the language of SLO #4, we are recommending adding “/or” rewording it to: <i>“Communicate effectively both visually and verbally in the classroom, community, and/or industry.”</i> SLO #4 was difficult/impossible to evaluate or measure

				<p>accurately from looking at the student work alone. NMA faculty decided to use anecdotal faculty remarks from class critiques and presentations as evidence to generate a score. To improve upon this in the future, NMA faculty will look into various options for next year, including considering re-writing SLO #4 to be more appropriate and measurable, perhaps elaborating on verbal, to be “written” and requiring a written component.</p>
<p>5. Synthesize the concepts and skills in the creation of a culminating project that integrates conceptual thinking and aesthetic application.</p>	<p>NMA Advisory Board Approval – <i>voted on Dec. 4th, 2008</i></p>	<p>NMA Program SLO Assessment Rubric (Grid) – see <i>attached</i></p>	<p>Score (1-4)*: 1 - 2 - 3 - 25% (1 student) 4 - 75% (3 students)</p>	<p>The Interface portfolios scored a 3 and a 4 respectively, whereas the animation students scored lower (2). The reason for this is that the chosen animation student work did not include one of the most important capstone projects: the animation practicum short film. For the future, NMA faculty plan on including this as part of the annual SLO assessment and program evaluation.</p>

* 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 12th 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 12th 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
1. Apply knowledge of the theory, history, and principles of design and animation.			Animation #2 Interface #1	Animation #1 Interface #2
2. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.				Animation #1 Animation #2 Interface #1 Interface #2
3. Participate as a team member to make collaborative decisions toward shared objectives with civility, interpersonal skills, and a respect for cultural diversity.			Animation #1 Interface #2	Animation #2 Interface #1
4. Communicate effectively both visually and verbally in the classroom, community, and industry.				Animation #1 Animation #2 Interface #1 Interface #2
5. Synthesize the concepts and skills in the creation of a culminating project that integrates conceptual thinking and aesthetic application.			Animation #2	Animation #1 Interface #1 Interface #2

New Media Arts Program SLO's Course Tables

Interface Design:

Interface Design	PLO 1 - Knowledge	PLO 2 – Problem Solving	PLO 3 – Team Member	PLO 4 - Communication	PLO 5 - Synthesis
General Education Requirements (15 credits)					
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
New Media Arts Interface Design Requirements (63 credits)					
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:

Animation	PLO 1 - Knowledge	PLO 2 – Problem Solving	PLO 3 – Team Member	PLO 4 - Communication	PLO 5 - Synthesis
General Education Requirements (15 credits)					
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
New Media Arts Animation Requirements (54 credits)					
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 September 2009

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