

Animation - Graduating Student Show Outcomes Assessment Overview of Class of 2011

Numbers represent the number of students at each level of competency.

Ability of student to create believable and expressive motion

Poor -No attempt or understanding of timing and motion	Below Average -Minimal ability to create sense of time and motion	Average -Creates adequately believable motion.	Above Average Motion believable and emotion expressed through timing.	Outstanding -Able to create subtle emotion and dynamic and expressive movement.
	1	3	7	7

Demonstration of effective visual communication and effective visual story telling.

Poor -Cannot communicate story line, ideas,emotion or action.	Below Average -Minimal ability to communicate story line, emotion,ideas and action.	Average -can communicate action, ideas, emotion and story acceptably	Above Average Story lines are clear. Ideas and emotions conveyed effectively.	Outstanding -Able to express dramatically express emotion in a story and clearly communicate ideas and action
		5	5	8

Demonstration of drawing ability including drawing from direct observation and construction of figure and space from imagination.

Poor -Can not draw from direct observation or invent figures and spaces from imagination.	Below Average -Minimal ability to draw from direct observation or invent figures and spaces from imagination.	Average -can draw from observation and imagination acceptably	Above Average Solid figure observational drawing skills. Can draw from imagination effectively	Outstanding -Able to draw with subtlety and expression from observation and imagination. Can construct complex forms from invention
	1	3	7	7

Demonstration of knowledge of animation techniques,

Poor -No understanding of the techniques involved with completing an animation.	Below Average -Some understanding of animation techniques but demonstrates poor craftsmanship.	Average -Understands some of the methods to create animation effectively.	Above Average Strong understanding of traditional and digital animation methods.	Outstanding -Excellent understanding of both Digital and traditional animation methods
		8	3	7

Ability to use software and equipment.

Poor -No understanding of how to operate equipment or software.	Below Average -Minimal ability to operate equipment and use software.	Average -Understands some of the methods to create animation effectively.	Above Average Strong understanding of traditional and digital animation methods.	Outstanding -Excellent understanding of both Digital and traditional animation methods
	2	7	5	4

Ability to work effective in all phases of Animation production.

Poor Can only work in one area. Can not work well as part of a production team.	Below Average Can work adequately in one phase of production. Has limited knowledge of other phases	Average Can work adequately well in all phases of production.	Above Average. Strong work in one or two areas of the animation pipeline. Can work in all areas.	Outstanding Demonstrates strong knowledge of the animation pipeline. Truly outstanding in a couple areas.
	1	7	8	2

Knowledge of aesthetic awareness including color, light and cinematography.

Poor Poor composition. No thought to light and color	Below Average <i>Composition not a priority. Light and color an afterthought</i>	Average Composition considered. Light and color adequate for the project.	Above Average Composition well considered. Light and color express emotion	Outstanding Dynamic composition integral to story. Light and color used in a meaningful way.
	1	5	8	4

Observations/Suggested Course of Action:

No one who graduated did truly poor in any area of expected competence. Drawing and storytelling remain an overall strength. Overall ability of students to create believable motion is also mostly above average and excellent. We need to make sure we retain these strengths and also make sure expectations are not too low.

The area of technical competence still remains problematic. The majority of students have average technical competency. Too many areas might be covered in the computer courses. More in depth focus on particular aspects of computer animation rather than a broad overview might be a good approach next year.

We may need to help students synthesize the material covered. As in the industry, students tend to focus on one aspect of animation. They need to be reminded that animation is often a collaborative process and their work needs to fit into the pipeline.

Improvements have been made to aesthetic awareness but additional work needs to be done in this area.

2D design concepts need to be reinforced. Final projects might be a time to emphasize these ideas. Additional very specific aesthetic requirements should be added to the assignment sheets. Composition is not as weak as color and light

Rubric for Fine Arts Program Graduation Exhibition Spring 2011 Number of Students 12

For each category, enter percentage of students who fall into each skill level:

Program Competencies	No or Minimal Ability No or minimal evidence of basic understanding	Below Average Evidence of basic understanding	Average Evidence of basic understanding and complexity	Good evidence of understanding and complexity	Excellent Extensive evidence of understanding and complexity	Plans for improvement:
a. ability to apply drawing & design principles	1; 3 rd floor 0% Gallery 0%	2; 3 rd floor 0% Gallery 0%	3; 3 rd floor 8.5% Gallery 8.5%	4; 3 rd floor 17% Gallery 33%	5; 3 rd floor 75% Gallery 58.5%	Submit name change for drawing III to academic review committee drawing III becomes drawing III: Figure Drawing. Adjust content and assignments to strengthen emphasis on developing drawing the figure from observation skills
b. ability to apply color principles	1; 3 rd floor 0% Gallery 0%	2; 3 rd floor 0% Gallery 0%	3; 3 rd floor 8.5% Gallery 8.5%	4; 3 rd floor 33% Gallery 33%	5; 3 rd floor 58.5% Gallery 58.5%	Review course outlines and assignments to reinforce ideas introduced in 2D II: color
c. understanding of working processes	1; 3 rd floor 0% Gallery 0%	2; 3 rd floor 0% Gallery 0%	3; 3 rd floor 0% Gallery 0%	4; 3 rd floor 41.5% Gallery 17%	5; 3 rd floor 58.5% Gallery 83%	In all courses continue to adjust class and homework to emphasize importance and utility of working processes
d. aesthetic understanding of range of media	1; 3 rd floor 0% Gallery 0%	2; 3 rd floor 0% Gallery 0%	3; 3 rd floor 0% Gallery 0%	4; 3 rd floor 41.5% Gallery 25%	5; 3 rd floor 58.5% Gallery 75%	Continue to ensure competency with relationship between media. Expand opportunities for exposure and student achievement
e. critical awareness & analytic skill	1; 3 rd floor 0% Gallery 0%	2; 3 rd floor 0% Gallery 0%	3; 3 rd floor 0% Gallery 0%	4; 3 rd floor 33% Gallery 25%	5; 3 rd floor 66% Gallery 75%	Continue to ensure understanding and ability to demonstrate critical awareness and analytic excellence
f. visual literacy	1; 3 rd floor 0% Gallery 0%	2; 3 rd floor 0% Gallery 0%	3; 3 rd floor 0% Gallery 0%	4; 3 rd floor 17% Gallery 8.5%	5; 3 rd floor 83% Gallery 91.5%	Continue to develop strategies for enhancing visual literacy

Graduate Show 2011/ Program: Graphic Design / Evaluation Matrix / Prepared by: John Breakey / May 11, 2011 / Capstone comparison of group						
Graphic Design Program Competencies Rating 1-5	Minimal ability needing major, extensive effort to improve: Rating 1	Below average: additional effort to improve Rating: 2	Average ability: effort needed to complement current process: Rating 3	Above average: efforts employed complement current process: Rating:4	Excellent: ability to synthesize GD mission at all levels Rating: 5	Total number of evaluated GD graduates Spring 2011
Visual problem solver: ability to strike a balance between understanding and creativity			Number: 3	Number: 7	Number: 6	Number: 16
Ideation ability: skill in presenting their creativity within the design context			Number: 5	Number: 4	Number: 7	Number: 16
R & D ability: understands, gathers & applies R & D to audience via the creative process			Number: 3	Number: 8	Number: 5	Number: 16
Visually competent: possesses an end-user awareness of information to communicate			Number: 1	Number: 9	Number: 6	Number: 16
Social awareness & professional practice: contributes in a meaningful way to the evolving dynamic of mass communication			Number: 9	Number: 2	Number: 10	Number: 16

A Has Acquired a Primary Design Problem Solving Skillset

B Uses Drawing As a Planning Tool, an Image Making Tool and As a Means to an End

C Integrated a Useful R & D, Information Gathering and Planning Process

D Uses Ability to Incorporate Data as an Effective Visual Communication Tool

E Laying Solid Foundation for Building Professional Practice

Evaluation of DCAD graphic design student to core program competencies, Spring 2011 / Barry, Black, Bockrath, Gichuhi, Joslin, Kaczor, Kosenkov, Kwa, Magen, Mattheus, Murray, Perez, Robinson, Sanders, Simms, Trotter

Illustration Student Graduation Show 2011

Rubric - Outcomes Assessment

Numbers refer to number of students

Development of visual-communicative abilities to address specific narrative or conceptual projects

Poor Cannot communicate story line, ideas, emotions	Below Average- Minimal ability to communicate story line, emotions, ideas	Average- can communicate ideas, emotion and story acceptably	Above Average Story lines are clear. Ideas and emotions conveyed effectively.	Outstanding- Able to to convey in powerful and original way emotions, story line and ideas
0	0	2	3	6

Implementing basic design principles as an integral part of the image making process

Poor- No understanding of the design principles	Below Average- Some understanding of design principles	Average- Understands and demonstrates some of the design principles	Above Average Strong understanding and effective application of design principles	Outstanding- Excellent understanding and application of design principles in illustrative assignments
0	0	3	3	5

Development of strong visual and artistic skills using a variety of illustrative techniques, both traditional and digital, in B&W and color.

Poor- No understanding of the techniques involved with completing an illustration	Below Average- Some understanding of illustration techniques but demonstrates poor craftsmanship.	Average- Understands some of the methods to create illustration effectively.	Above Average Strong understanding of traditional and digital methods, technique and craftsmanship	Outstanding- Excellent proficiency in both Digital and traditional Illustrative methods and techniques and excellent craftsmanship
0	0	1	5	5

Practicing the process of an illustration project - from research of the subject to developing ideas through sketching - to finished image.

Poor- No understanding of the importance of research, no exploration through sketching and color comps	Below Average- Some understanding of the importance of research, minimal exploration through sketching and color comps	Average- Demonstrates some level of research and exploration through sketching and color comps	Above Average Strong understanding of research, effective exploration through sketching and color comps	Outstanding- Extensive research and exploration through sketching and color comps
0	0	1	3	7

Demonstrate the ability to work in series of images maintaining a cohesive stylistic approach.

Poor- No ability to work in series of images maintaining a cohesive stylistic approach	Below Average- Some ability to work in series of images maintaining a cohesive stylistic approach.	Average- Demonstrates ability to work in series of images maintaining a cohesive stylistic approach	Above Average Strong ability to work in series of images maintaining a cohesive stylistic approach	Outstanding- Excellent ability to work in series of images maintaining a cohesive stylistic approach
0	0	0	3	8

Rubric for Interior Design Graduation Exhibition- 2011

Program competencies	below average	average	above average	excellent	notes
Basic design principles	Page layout is difficult to read	Page layout is clear, readable XX	Page layout is clear and supports the design concept X	Page layout shows inventive use of design details to support concept X	-Basic design principles, including readable page layout, average or above 100%
Analysis, conceptual development	Design concept is not explore, decisions do not support a strong concept. XX	Design has a premise that is supported by primary design decisions	Design premise is supported by extensive design decisions X	Design premise is cohesive and fully explored X	-Conceptual development average or above for 50%. Some weak concepts with little exploration of alternate possibilities
Space planning	Space planning is not adequately resolved	Space planning fulfills programmatic and code requirements XX	Space planning fulfills program and shows imagination, insight. X	Space planning with imagination, insight and detailed development. X	-Space planning average or above for all students
Color and lighting	Color and lighting decisions do not support a strong design concept or Color and lighting decisions do not correlate with design	Color and lighting schemes fulfill minimum requirements XX	Color and lighting support concept XX	Color and lighting are part of an imaginative design solution	-Use of color was average or above for all students. -Lighting schemes appropriate with some improvement required in 3d rendering of light

	concept				
Building systems	Building systems are do not adequately support design concept	Building systems are expressed appropriately XX	Building systems support concept XX	Building systems are used as an inventive part of design concept	-Building systems used correctly and drawn with appropriate architectural conventions.
Presentation techniques		Presentation techniques fulfills requirements XXX	Presentation techniques Support design concept with some exploration of detail	Presentation is imaginative and detailed X	-Application of digital presentation technique was average or above for all. -Where design concept was strong presentation quality followed.
History of design		Context established for design X	Context is supported by design X	Highly expressive relationship between context and design X	-Historical context for site and concept was appropriate for all students.

SEMESTER ___sp___ YEAR ___2011___

COURSE/PROGRAM: GRADUATION EXHIBITION PHOTOGRAPHY

PREPARED BY Ron Brignac

PROGRAM COMPETENCIES	WHAT WILL BE THE ASSESSMENT ACTIVITY?	INDIVIDUAL/ EXPECTATIONS FOR SATISFACTORY PERFORMANCE	CLASSROOM EXPECTATIONS FOR SATISFACTORY PERFORMANCE	OUTCOMES OF THE ACTIVITY	ACTIONS TAKEN AS A RESULT OF OUTCOMES
1. Students demonstrate an understanding of a range of analog and digital equipment	Graduation show Rubric	100% will demonstrate achievement level of 75 % or higher based on measurement methods	100% of students perform at or above 75% based on measurement methods	100% performed above 75% based on rubric requirements	Continue with current implementation
2. the ability to work with still images in both darkroom and digital settings	Graduation show Rubric	100% will demonstrate achievement level of 75 % or higher based on measurement methods	100% of students perform at or above 75% based on measurement methods	100% performed above 75% based on rubric requirements	Continue with current implementation

<p>3. the ability to work within the digital environment with moving images sufficient to</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>4. Students produce an portfolio (**:image) suitable for application to a four-year school</p>	<p>Graduation show Rubric</p>	<p>100% will demonstrate achievement level of 75 % or higher based on measurement methods</p>	<p>100% of students perform at or above 75% based on measurement methods</p>	<p>100% performed above 75% based on rubric requirements</p>	<p>Continue with current implementation of graduation show</p>
<p>5 Students are expected to express themselves by demonstrating knowledge of history, theory and the relationship of photography to other visual disciplines in both written assignments and photographic works.</p>	<p>Graduation show Rubric</p>	<p>100% will demonstrate achievement level of 75 % or higher based on measurement methods</p>	<p>100% will demonstrate achievement level of 75 % or higher based on measurement methods</p>	<p>100% performed above 75% based on rubric requirements</p>	<p>Continue with current implementation of graduation show</p>