

**Course Assessment Report  
Washtenaw Community College**

| Discipline                            | Course Number                         | Title  |
|---------------------------------------|---------------------------------------|--|
| Animation                             | 160                                   | ANI 160 06/14/2021-<br>Fundamentals of<br>Movement and Animation |
| College                               | Division                              | Department   |
| Business and Computer<br>Technologies | Business and Computer<br>Technologies | Digital Media Arts (new)   |
| Faculty Preparer                      |                                       | Randy Van Wagnen   |
| Date of Last Filed Assessment Report  |                                       |  |

**I. Review previous assessment reports submitted for this course and provide the following information.**

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

**II. Assessment Results per Student Learning Outcome**

Outcome 1: Recognize and apply the 12 basic principles of animation.

- Assessment Plan
  - Assessment Tool: Portfolio examination using a standardized rubric.
  - Assessment Date: Fall 2010
  - Course section(s)/other population: all
  - Number students to be assessed: approximately 24
  - How the assessment will be scored:

- Standard of success to be used for this assessment:
- Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|-----------------------------|-------------------------------|------------------------------|
| 2019                        | 2021, 2020                    |                              |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 77                     | 66                     |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

For the "recognize": associated test questions. This probably should have been separated out into two different tools in Curricunet. We looked at 66 scores here, as several students did not take the final, and some who took the final did not answer the principles question.

For the "apply": We did not have an embedded assessment, so this all had to be regraded using an assessment rubric. We scored a random selection of 18 students off of this twelve-part rubric.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The sample included online and face-to-face sections.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

For the "recognize": Test questions were scored and tabulated.

For the "apply": Rubric to test for at least introductory mastery of animation principles (more on this later).

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

Yes, on the "recognize". Exam scores were uniformly high, with an 84% average for all who attempted the questions.

No, on the "apply": 69% of students scored 70% or higher. BUT, I'm not sure that we should be testing for all the principles (see below). Some of them don't apply at all for the type of animation that is being done, and some of them are simply too advanced for first semester animation students. You can see the attached summary of their results.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Our students are doing well at "recognizing" the information, but I am not sure how valuable that is. As the application is the most important part, "recognize" should be removed from the outcome language.

The "apply" bit has been giving me fits. We scored fairly well across the board, with two big exceptions. There are two areas that scored the lowest -- Appeal and Solid Drawing, are inappropriate for this level. Appeal doesn't work because it's too complicated to pull off for most students in the very limited shorts that we have time to do in a fifteen-week intro course. Solid Drawing, in which category no students scored a positive, has to do more with the accurate modeling of characters, which we don't really do in this course or at this level. It has been suggested that we reduce this outcome to "Apply the principles of animation", and I like this, as this gives us some space to assess what is appropriate in our write-up, without being bound by the "12". I am very open to suggestions here from the committee.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Our analysis showed, beyond the shortfalls mentioned above, that we scored almost shockingly low in Anticipation. This was unexpected, but the lower scores in Follow-through/overlapping action were not, as those are skills that many animators are just starting to get at the very end of the class.

Outcome 2: Construct and manipulate animation curves.

- Assessment Plan
  - Assessment Tool: Portfolio examination using a standardized rubric.
  - Assessment Date: Fall 2010

- Course section(s)/other population: all
- Number students to be assessed: approximately 24
- How the assessment will be scored:
- Standard of success to be used for this assessment:
- Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|-----------------------------|-------------------------------|------------------------------|
| 2019                        | 2021, 2020                    |                              |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 77                     | 71                     |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The difference is due to withdraws/drops, and not all students completed assignment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The sample included face-to-face and online sections.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

We use an exercise specifically targeted at graph editor and curve manipulation use. We score this on a simple results-based rubric, which was scored as embedded assessment.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Our students did well on this outcome. Across three semesters, including online and face-to-face, and multiple instructors, 97.1% scored a 70% or better. We made curve manipulation/Graph Editor skills an emphasis in 2015 following an informal assessment, and are pleased to see that students are comfortable using the Graph Editor.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were comfortable manipulating curves in the Graph Editor. This skill is vitally important when wrestling with software in-betweening. Students did well with basic techniques like lateral and vertical translation of keys, breaking curve tangencies, manipulating curve tangencies, and some of the basic curve shapes.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

As this is assessed relatively early in the course, it is possible that a later assessment would indicate more familiarity with further advanced tools in the Graph Editor. As it stands, breaking tangents and working on acceleration/deceleration remains tough. There also was a lot of feedback regarding partial frame alignment, and this needs to be re-emphasized in the class.

Outcome 3: Recognize and apply the basics of character animation.

- Assessment Plan
    - Assessment Tool: Portfolio examination using a standardized rubric.
    - Assessment Date: Fall 2010
    - Course section(s)/other population: all
    - Number students to be assessed: approximately 24
    - How the assessment will be scored:
    - Standard of success to be used for this assessment:
    - Who will score and analyze the data:
1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|-----------------------------|-------------------------------|------------------------------|
| 2019                        | 2021, 2020                    |                              |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 77                     | 55                     |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Not all students finished the assignment which had embedded assessment. We chose to interpret this language as "apply the basics of facial animation", which is far more precise and meaningful than the included language. We are also ditching the "recognize" portion in our syllabus change.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who completed the assignment were scored.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Embedded assessment data was analyzed. The scores come from a departmentally-created rubric.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes  
51/55 students (92.7%) scored 70% or better on the rubric. Mean scores for all attempts were 87.6%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students seemed to grasp the phonemic alphabet well, and were largely able to reproduce appropriate poses for the various letter shapes.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

A dive into the rubric/comments showed a few weaknesses. Students sometime struggle with timing the exact mouth positions to the sounds while lip-synching. This is hard as we're dealing with a rapid succession of very subtle poses in 1/24 second increments. Conversion/importation of audio files continues to be a challenge.

### III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

N/A

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This course is meeting the needs of students. The failure in Outcome 1 is an issue with narrowing down the appropriate principles for application and assessment, rather than one of poor instruction/learning. We have to balance depth with breadth in this course, and there are some principles which students simply won't master in a single-semester course.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This report will be shared with all faculty who teach the course.

4. Intended Change(s)

| Intended Change  | Description of the change  | Rationale                          | Implementation Date |
|------------------|--|------------------------------------|---------------------|
| Outcome Language | Outcome 1: Replace with "Apply the principles of animation that are appropriate to an introductory animation student", or whatever suitably understandable language we come up with. | Discussed at length in the report. | 2021                |

|                    |   |   |      |
|--------------------|---|---|------|
| Outcome Language   | Change "character animation" to "facial animation".         | More precise than previous language.  | 2021 |
| Assessment Tool    | Outcome 1 assessment population to change.                  | If we change to embedded assessment, all students from all sections should be assessed. | 2021 |
| Course Assignments | Add embedded assessment for Outcome 1.                      | This should be part of both assessment and the grade.                                   | 2021 |
| Course Assignments | Add assignment or exercise to target Anticipation directly. | Low scores on Anticipation.   | 2021 |

5. Is there anything that you would like to mention that was not already captured?

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|----|
| 6. |
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### III. Attached Files

[Data summary ANI 160](#)

**Faculty/Preparer:** Randy Van Wagnen **Date:** 08/04/2021  
**Department Chair:** Jason Withrow **Date:** 08/04/2021  
**Dean:** Eva Samulski **Date:** 08/04/2021  
**Assessment Committee Chair:** Shawn Deron **Date:** 10/28/2021