

CALIFORNIA STATE UNIVERSITY, CHICO
ANNUAL PROGRAM ASSESSMENT REPORT

Date: 23 September 2015
Due: 9/30/2015

I. Assessment of Student Learning Outcomes

1. Name and Contact Information of Program Assessment Coordinator:

Computer Animation and Game Development
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2. Student Learning Outcomes


1. Recognize and evaluate critical and aesthetic issues within computer graphics and the mixed media. (Issues)
2. Apply aesthetic judgments and critical thinking skills to art and graphics related issues. (Aesthetics)
3. Demonstrate mastery of specific technical, conceptual and critical abilities within computer graphics and the mixed media. (Abilities)
4. Demonstrate proficiency with industrial applications to visual communication related technologies. (Proficiency)
5. Communicate effectively in written format on research and creative issues. (Written)
6. Communicate effectively in oral format on research and creative issues. (Oral)
7. Apply critical thinking and aesthetic judgments in critiquing mixed media and computer graphics productions. (Critiquing)
8. Function on multi-disciplinary teams. (Teams)
9. Work collaboratively and individually with an understanding of the production process utilized in industry-standard studios. (Process)
10. Demonstrate professionalism through creative and intellectual independence. (Professionalism)

3. Course Alignment Matrix:

Mapping Core CAGD Courses to Program Outcomes

Course Title	Course	Program Outcome									
		Issues	Aesthetic	Abilities	Proficiency	Written	Oral	Critiquing	Teams	Process	Professionalism
		1	2	3	4	5	6	7	8	9	10
Computer-Assisted Art	110	I	I	I	I	I				I	
Digital Photography	112	I	P	P	P	I		I		I	
Concept Design & Storyboarding	117	I	P	P	P	P	P	I	I	I	
2-D Digital Animation	240	I	P	P	P		P	I		I	
3-D Computer Modeling	330	P	P	P	P	P	P	P	P	P	I
3-D Character Modeling	331	P	P	P	P		P	P		P	P
Computer Animation	340	P	P	P	D			P		P	P
Advanced Animation Pre-Prod	345	P	P	P	P	D	D	D	P	P	
Advanced Animation Production	445	D	D	D	D		D	D	D	D	
Advanced Animation Post-Prod	545	D	D	D	D		D	D	D	D	D
Portfolio	491						D	D			D
Senior Portfolio	493			D			D	D			D
Motion Capture for Previsualization	398		D	D	D				D	D	
Digital Lighting and Texturing	420		D	D						D	
3-D Character Rigging	432		D	D						D	

I = Introduced, P = Practiced with Feedback, D = Demonstrated at the Mastery Level

 Assessed AY 2014-2015

Beyond the core program courses, three (3) Upper-Division electives, APCG 398 *Motion Capture for Previsualization* (Special Topics), APCG 420 *Digital Lighting and Texturing* and APCG 432 *3-D Character Rigging*, were assessed.

4. Learning Outcome(s) Assessed in AY 2013-14:

Which SLOs were assessed this year?

- 2 Aesthetics
- 3 Abilities
- 4 Proficiency
- 5 Written
- 6 Oral
- 7 Critiquing
- 8 Teams
- 9 Process
- 10 Professionalism

5. Assessment Methodology Used:

What kinds of assessment methods were used: embedded assessment of student work in a particular course? Type of assignment? Performance on standardized or other exams? Sample size? Sampling strategy? Who evaluated student performance? How was successful performance measured? Etc.

Embedded assessments were used in assignments for all courses submitting assessment data. APCG 110, 112, 117, 240, 330, 331 and 340 are core APCG courses; APCG 398, 420, 432 and 493 are Upper-Division electives for the students graduating in this cycle. All assessed projects and assignments in these courses have rubrics associated with each element in the rubric linking back to a Program Outcome. The rubrics utilized a three (3) point scale – 0, 1, 2 or 3 for evaluating each element in the rubric.

The ECC Graduating Senior Survey (Appendix C) was administered to graduating seniors in December 2014 and again in May 2015. The survey contains elements pertaining to Educational Satisfaction and Preparation. The Program had 55 graduates in AY 2014 – 2015 and 22 completed online surveys from seniors. While the survey is intended for students in their final semester, it is often administered in a senior course (APCG 491 *Portfolio*) when students are near completion of major requirements.

6. Assessment Results:

Please describe outcomes of assessment. How well did students perform on the assessment task? Feel free to use the table below to report results, adapting the table as necessary, or provide narrative describing the assessment results.

In Academic Year 2014 – 2015, nine (9) of the ten (10) Program Outcomes were assessed in nine (9) different courses in the Program from each academic level – freshman, sophomore, junior and senior. Appendix A provides a summary of the results from the embedded rubrics for each course in which the rubric was used for AY 2014 – 2015. The Program Outcomes for Issues was not measured in this assessment cycle. The assessment of each measured Program Outcome is derived from rubrics embedded in grading and critiquing assignments in each assessed courses. The aggregate assessment outcome averages (See Table 6.1) indicate that the percentage of students achieving the target valued of 2.0 was more than 73% in all nine (9) measured Program Outcome with the Program goal being 70%. Seven (7) of the Program Outcomes averaged above 79% of the students achieving the target value in the aggregated data. The average target goal for each Program Outcome was 2.0 and the aggregate assessment data indicates that the Program achieved this goal in seven (7) of the Program Outcomes. Two (2) Program Outcome averaged scores fell just short of the average of 2.0 or higher on the 3-point scale. All the results displayed in the table are from embedded assessments rubrics associated with assignments in core and Upper-Division APCG courses. Results for each rubric element in each course are listed in Appendix A with rubric elements used in the assessment tools listed in Appendix B.

Table 6.1 – AY 2014 – 2015 Program Outcome Assessment Aggregates

Student Learning Outcome	Sample and Sample Size	Measure	Average – Scale 0 – 3 Target 2	Percent of Students Achieving Target
2 Aesthetics	7,705	Embedded course rubrics in course assignments.	1.9	73.92%
3 Abilities	3,868	Embedded course rubrics in course assignments.	2.0	79.72%
4 Proficiency	622	Embedded course rubrics in course assignments.	1.9	74.88%
5 Written	77	Embedded course rubrics in course assignments.	2.7	93.65%
6 Oral	12,703	Embedded course rubrics in course assignments.	2.3	87.19%
7 Critiquing	190	Embedded course rubrics in course assignments.	2.3	81.05%
8 Teams	19	Embedded course rubrics in course assignments.	2.3	84.44%
9 Process	3,348	Embedded course rubrics in course assignments.	2.6	91.01%
10 Professionalism	920	Embedded course rubrics in course assignments.	2.5	93.11%

The comparison of the aggregate averages between AY 2013 – 2014 and AY 2014 – 2015 (See Table 6.2) shows little change in average target values for each of the measured Program Outcomes. The Percentage of Students Achieving Targets does show some fluctuation between the two years with all the current year’s percentages at or above the target of 70%, though Aesthetics and Proficiency show a slight decline in average score dropping slightly below the target of 2.0 on the three (3) point scale.

Table 6.2 – Comparison AY 2013 – 2014 and AY 2014 – 2015

Student Learning Outcome	AY 2012 - 2013			AY 2013 - 2014			Change	
	Sample and Sample Size	Average – Scale 0 – 3 Target 2	Percent of Students Achieving Target	Sample and Sample Size	Average – Scale 0 – 3 Target 2	Percent of Students Achieving Target	Average	Percent of Students Achieving Target
2 Aesthetics	9,422	2	71.60%	7,705	1.9	73.92%	-0.1	2.32%
3 Abilities	16,791	2.1	76.40%	3,868	2.0	79.72%	-0.1	3.32%
4 Proficiency	251	2.1	78.50%	622	1.9	74.88%	-0.2	-3.62%
5 Written	241	2.4	84.40%	77	2.7	93.65%	0.3	9.25%
6 Oral	8,724	2.3	89.60%	12,703	2.3	87.19%	0.0	-2.41%
7 Critiquing				190	2.3	81.05%		
8 Teams	84	2.3	86.10%	19	2.3	84.44%	0.0	-1.66%
9 Process	5,165	2.6	91.30%	3,348	2.6	91.01%	0.0	-0.29%
10 Professionalism	4,385	2.4	92.40%	920	2.5	93.11%	0.1	0.71%

Appendix A provides a summary of the responses to the ECC Graduating Senior Survey for the Educational Satisfaction and Preparation questions for both AY 2013 – 2014 and AY 2014 – 2015.

The survey queried the respondents about “Educational Satisfaction” in questions 15 through 30 with the results summarized in Table 6.3. The survey scale ranged from a score of “1 = Very Dissatisfied” to “5 = Very Satisfied” with the score of 3 being interpreted as “neutral” or “neither.” The responses of satisfied are desirable with responses of neutral being considered positive while scores of dissatisfied reflecting a degree of discontent with the corresponding aspect of the student education. The responses to the Educational Satisfaction questions show that the graduates are fairly well satisfied with their education at Chico State. There appears to be a trend towards neutral in many areas between AY 2013 – 2014 and AY 2014 – 2015 with an decrease in both Dissatisfied and Satisfied. The trend is negative between the two years for Quality of laboratories and equipment and Quality of computer facilities with both the Satisfied percentage moving downward and the Dissatisfied percentage moving upward.

Table 6.3 – Educational Satisfaction Responses Distribution for AY 2013-2014 and AY 2014-2015

Senior Exit Survey - Educational Satisfaction Responses		AY 2013-2014		AY 2014-2015		Change	
Scale: 1=Very Unprepared 5=Very Well Prepared		Dissatisfied 1+2	Satisfied 4+5	Dissatisfied 1+2	Satisfied 4+5	Dissatisfied	Satisfied
Q15	Quality of teaching by faculty in department	6.3%	87.5%	0.0%	86.4%	-6.3%	-1.1%
Q16	Quality of teaching by other faculty	0.0%	71.9%	4.5%	72.7%	4.5%	0.9%
Q17	Access to faculty in your department	6.3%	81.3%	4.5%	86.4%	-1.7%	5.1%
Q18	Availability of courses in your department	6.3%	68.8%	9.1%	59.1%	2.8%	-9.7%
Q19	Quality of courses in your department	3.1%	84.4%	4.5%	72.7%	1.4%	-11.6%
Q20	Access to lab facilities and equipment	3.1%	93.8%	0.0%	77.3%	-3.1%	-16.5%
Q21	Quality of laboratories and equipment	9.4%	59.4%	22.7%	50.0%	13.4%	-9.4%
Q22	Access to computer facilities	9.4%	87.5%	0.0%	72.7%	-9.4%	-14.8%

Q23	Quality of computer facilities	12.5%	56.3%	27.3%	50.0%	14.8%	-6.3%
Q24	Academic advising from your major advisor	6.3%	81.3%	0.0%	86.4%	-6.3%	5.1%
Q25	Academic advising from Univ. Advising Office	6.3%	65.6%	9.1%	59.1%	2.8%	-6.5%
Q26	Career information from your department	12.5%	71.9%	13.6%	63.6%	1.1%	-8.2%
Q27	Availability of GE courses	9.4%	65.6%	13.6%	63.6%	4.3%	-2.0%
Q28	Quality of GE courses	15.6%	56.3%	13.6%	63.6%	-2.0%	7.4%
Q29	Overall quality of your education	6.3%	78.1%	0.0%	77.3%	-6.3%	-0.9%
Q30	Overall experience at Chico State	0.0%	84.4%	0.0%	77.3%	0.0%	-7.1%

Table 6.4 show the Educational Satisfaction elements with the highest average satisfaction values; all averages for these questions were above 77% Satisfied with one (1) of these questions having 4.5% Dissatisfied and the remaining five (5) having 0% Dissatisfied indicating a Neutral or Satisfied average above 95%. These positive ratings involve the program (quality of teaching, program advising, access to faculty and equipment and educational experience). Table 6.5 lists the questions with the lowest average Satisfied percentage. No Educational Satisfaction question had lower than 50% Satisfied rating with none having less than 70% Neutral or Satisfied. The questions with the lowest average Satisfied percentage (less than 60%) involved University Academic Advising, availability of courses and laboratory/computer equipment. Table 6.6 indicates which Educational Satisfaction questions which had the highest average Dissatisfied rankings – greater than 10% Dissatisfied yet none less than 70% Neutral or Satisfied. All of the highest Dissatisfied questions involved General Education, career information and the quality of laboratories/equipment.

Table 6.4 – Educational Satisfaction Questions with Highest Ratings

Educational Satisfaction Questions with Highest Ratings		AY 2014-2015	
Scale: 1=Very Unprepared 5=Very Well Prepared		Dissatisfied 1+2	Satisfied 4+5
Q15	Quality of teaching by faculty in department	0.0%	86.4%
Q24	Academic advising from your major advisor	0.0%	86.4%
Q17	Access to faculty in your department	4.5%	86.4%
Q20	Access to lab facilities and equipment	0.0%	77.3%
Q29	Overall quality of your education	0.0%	77.3%
Q30	Overall experience at Chico State	0.0%	77.3%

Table 6.5 – Educational Satisfaction Questions with Lowest Average Satisfied Ratings

Educational Satisfaction Questions with Lowest Satisfied Ratings		AY 2014-2015	
Scale: 1=Very Unprepared 5=Very Well Prepared		Dissatisfied 1+2	Satisfied 4+5
Q23	Quality of computer facilities	27.3%	50.0%
Q21	Quality of laboratories and equipment	22.7%	50.0%
Q18	Availability of courses in your department	9.1%	59.1%
Q25	Academic advising from Univ. Advising Office	9.1%	59.1%

Table 6.6 – Educational Satisfaction Questions with Highest Average Dissatisfied Ratings

Educational Satisfaction Questions with Highest Average Dissatisfied Ratings		AY 2014-2015	
Scale: 1=Very Unprepared 5=Very Well Prepared		Dissatisfied 1+2	Satisfied 4+5
Q23	Quality of computer facilities	27.3%	50.0%
Q21	Quality of laboratories and equipment	22.7%	50.0%
Q26	Career information from your department	13.6%	63.6%
Q27	Availability of GE courses	13.6%	63.6%
Q28	Quality of GE courses	13.6%	63.6%

The survey queried the respondents about “Preparation” in questions 31 through 44 with the results summarized in Table 6.7 for both AY 2013 – 2014 and AY 2014 – 2015. The survey scale ranged from a score of “1 = Very Unprepared” to “5 = Very Well Prepared” with the score of 3 being neutral. The responses of prepared are desirable with responses of neutral being considered positive while scores of unprepared reflecting a degree of concern with the corresponding aspect of the student preparedness. The responses to the Preparation questions provide some gauge as to how well the graduates feel prepared as they leave their undergraduate studies and enter the workforce or continue on with higher education. The responses to the Preparation questions show that the graduates feel fairly well prepared as they exit their undergraduate studies with all but one combined prepared and neutral percentages for the questions below 95%. One combined prepared and neutral was above 85% with only 13.6% of respondents feeling unprepared to design and conduct experiments. Between this year and the prior year, the Preparation responses show an upward trend for Prepared most questions (10 out of 14) with only two (2) questions showing and increase in feeling of Unprepared both involving experiments. Only five (5) of the 14 questions have any responses of Unprepared with only a single question having greater than 10% Unprepared – design and conduct experiments.

Table 6.7 – Preparation Responses Distribution for AY 2013-2014 and AY 2014-2015

Senior Exit Survey - Educational Satisfaction Responses		AY 2013-2014		AY 2014-2015		Change	
		Unprepared 1+2	Prepared 4+5	Unprepared 1+2	Prepared 4+5	Unprepared	Prepared
Scale: 1=Very Unprepared 5=Very Well Prepared							
Q31	Apply knowledge to solve problems	3.1%	90.6%	0.0%	81.8%	-3.1%	-8.8%
Q32	Design and conduct experiments	3.2%	71.0%	13.6%	77.3%	10.4%	6.3%
Q33	Analyze and interpret experimental data	3.2%	71.0%	4.5%	63.6%	1.3%	-7.3%
Q34	Design component or system to meet needs	6.3%	71.9%	4.5%	72.7%	-1.7%	0.9%
Q35	Function on multidisciplinary team	0.0%	90.6%	0.0%	95.5%	0.0%	4.8%
Q36	Identify, formulate, solve technical problems	0.0%	81.3%	0.0%	86.4%	0.0%	5.1%
Q37	Communicate technical matters in writing	3.1%	81.3%	0.0%	77.3%	-3.1%	-4.0%
Q38	Communicate technical matters orally	0.0%	84.4%	0.0%	81.8%	0.0%	-2.6%
Q39	Understand and apply professional and ethical principles	0.0%	84.4%	0.0%	90.9%	0.0%	6.5%
Q40	Understand contemporary issues facing society	6.3%	71.9%	4.5%	86.4%	-1.7%	14.5%
Q41	Use modern tools and technology	0.0%	87.1%	0.0%	90.9%	0.0%	3.8%
Q42	Enter the workplace	3.1%	81.3%	0.0%	90.9%	-3.1%	9.7%
Q43	Continue learning	3.1%	84.4%	0.0%	90.5%	-3.1%	6.1%
Q44	Recommend major program at CSUC to others	9.4%	81.3%	4.5%	86.4%	-4.8%	5.1%

Table 6.8 show the Preparation elements with the highest average prepared values; all averages for these questions were above 90% Prepared with 0% Unprepared indicating a neutral or prepared of 100% of the respondents. As shown in Table 6.9, only two questions had lower than 75% Prepared responses both of which have less than 5% Unprepared rating resulting in a Neutral or Prepared rating of over 95%. Table 6.10 indicates which Preparation questions had the highest average Unprepared rankings of which only design and conduct experiments had more than 10% Unprepared.

Table 6.8 – Preparation Questions with Highest Ratings

Senior Exit Survey - Preparation Responses		AY 2014-2015	
		Unprepared 1+2	Prepared 4+5
Scale: 1=Very Unprepared 5=Very Well Prepared			
Q35	Function on multidisciplinary team	0.0%	95.5%
Q39	Understand and apply professional and ethical principles	0.0%	90.9%
Q41	Use modern tools and technology	0.0%	90.9%
Q42	Enter the workplace	0.0%	90.9%
Q43	Continue learning	0.0%	90.5%

Table 6.9 – – Preparation Questions with Lowest Average Satisfied Ratings

Senior Exit Survey - Preparation Responses		AY 2014-2015	
Scale: 1=Very Unprepared 5=Very Well Prepared		Unprepared 1+2	Prepared 4+5
Q33	Analyze and interpret experimental data	4.5%	63.6%
Q34	Design component or system to meet needs	4.5%	72.7%

Table 6.10 – Preparation Questions with Highest Average Unprepared Ratings

Senior Exit Survey - Preparation Responses		AY 2014-2015	
Scale: 1=Very Unprepared 5=Very Well Prepared		Unprepared 1+2	Prepared 4+5
Q32	Design and conduct experiments	13.6%	77.3%
Q33	Analyze and interpret experimental data	4.5%	63.6%
Q34	Design component or system to meet needs	4.5%	72.7%
Q40	Understand contemporary issues facing society	4.5%	86.4%
Q44	Recommend major program at CSUC to others	4.5%	86.4%

7. Analysis / Interpretation of Results

How do the assessment data you have collected and evaluated inform your understanding of student learning?
How were the results shared with faculty, students, and/or other stakeholders?

Overall the aggregate assessment results demonstrate the achievement of the Program Outcomes within the courses and assignments assessed. The aggregated averages for each of the measured outcomes achieved the target of 2.0 or higher on the 3-point scale for all but two (2) outcomes with those dropping just shy of the target value. Using the objective of 70% of the students achieving the targeted 2.0-level, each of the measured Program Outcomes achieved this goal. These aggregate assessment results show the Program as a whole achieving the targets and goals on the seven (7) of the nine (9) measured Program Outcomes and dropping slightly below the target value for two (2) – Aesthetics and Proficiency while still achieving the target percentage of students achieving the goal for all measured Program Outcomes.

Although the embedded assessment data does show the Program attaining the goals with considerations to improve the minor variations observed this year, the Program's continued forced reliance on low-paid part-time faculty with very high workloads does create concern for the Program. As witnessed this assessment cycle one part-time faculty ceased providing assessment data. The faculty and Program need to be valued and the Faculty's investment and buy-in to the Program and assessment are critical.

From the ECC Graduating Senior Survey, the overall Educational Satisfaction is good though showing a lower satisfaction along with lower dissatisfaction between AY 2013 – 2014 and AY 2014 – 2015 even with the continued crowded classrooms, significantly overworked faculty, single tenure-track faculty responsible advising over 200 majors and all committees as well as all duties for the Program influencing the quality of education. The cohort surveyed in AY 2014 – 2015 experienced very large lab-classroom (50 - 80 seat labs) for all of their time in the Program as well as the near constant business-hour booking of these two (2) lab-classroom spaces leaving little time to utilize the equipment outside of course time.

The specific elements which had the lowest satisfaction levels and the highest dissatisfaction levels focused on quality of GE courses and the laboratory/computer facilities. The quality of GE courses is outside of the control of the Program and did show a minor improvement with this cohort experiencing mostly the new GE program. The quality of laboratories and computer equipment is an issue of note, and has been a noted concern by the students (faculty and Program) for years. These elements are of concern to the Program, but without adequate

resources from the college, the Program and its faculty cannot provide better laboratory equipment. It is hoped that the required laptop for incoming students starting in Fall 2011 will mitigate some of the equipment issues while the Program continues to seek appropriate funding. Having been told repeatedly that the Program must raise external money for additional resources does not make it easier for single tenure-track faculty working overloads and the temporary faculty with high SFR bringing into the college via FTES two to three times what it costs to accomplish this goal. The money via FTES that the Program does bring to the college helps provide resources to the under-performing units, lowering their faculty workloads and perhaps providing sufficient faculty resources for them to seek external funding.

Overall the results of the embedded Program Outcome assessment data and the Senior Exit Survey show the program is meeting the targets and goals, and the seniors have a positive experience and overall feel prepared to move forward in their careers.

The results of the assessment is distributed to and discussed with the faculty in faculty meetings. Other stakeholders (students, alumni and employers) will be provided the data through web publications.

8. Planned Program Improvement Actions Resulting from Outcomes (if applicable)

How will the assessment data and their evaluation be used to improve the program? Possible actions might include revising pedagogy, courses, curricula, or other learning support mechanisms.

With the limited resources of the Program is provided, the high workload of the faculty, and the temporary and mostly part-time nature of the faculty, the Program needs to carefully consider what actions to undertake in the upcoming assessment cycle.

Although no Program Outcome exhibited results that clearly indicated the significant need for change, specifically the two Program Outcomes slightly below the target value, but still attaining the percentage achieving the target will be considered for improvement. The faculty will investigate means to provide students with more timely feedback to students as well as observing trends within the course and between semesters in these two (2) outcomes. The ongoing issue of the large class sizes and high workloads of all faculty will impact the implementation of possible improvements and we will look for means to assist the faculty such as requesting funding for graders and expanding the peer mentoring system the Program uses.

The Program has adopted of the new degree name of Computer Animation and Game Development and the adjusted the curriculum to clearly identify to potential students and to potential employers the nature of the degree. Approximately half the students in the Program are focused on the CGI industry and half on the game industry. Although the change does not alter the courses in the curriculum, it does arrange the courses differently and changes the required courses. Thus the faculty are working this year to expand the assessment collection in more courses. Maintaining faculty participation and enthusiasm for assessment continues to be a challenge with the continued administration refusal to allow the Program to hire tenure-track faculty or full-time faculty. In this current assessment cycle one part-time faculty did not provide assessment data even with assistance in establishing embedded assignments rubrics and many reminders. The workload is a factor as is the low-pay and clear lack of support for the Program (even noted in the APR). With the addition of new part-time faculty and the needed expansion of assessment to additional courses, the Program Director will work with the faculty to roll out embedded assessment tools in stages this year and continue to be supportive of the Program faculty even without the level of resources other programs may have.

To attempt to mitigate the workload issued that normally falls upon tenure-track faculty, but within the Program must be conducted by temporary faculty without compensation, the Program Director has asked for AWTU release for the up-to-now uncompensated work. It is hope that providing some workload relief and well as acknowledgement of the long running contributions to the program, the requested AWTU will help the faculty and thus the students and the Program improve assessment data collection.

With the new course set for the degree, the faculty will update the course and Program Outcome mapping. The faculty will begin rolling out additional embedded assessment data collection into several additional courses this year with the overall plan to include embedded assessment rubrics in most courses in the program. Also with reassignment of courses to different faculty, the Program will be able to capture data from critical classes that was absent this cycle.

The faculty continue to develop resources and tools to assist the burden of high SFR workloads with assessment. We have expanded use of free tools such as Google Drive and we have successfully experimented with the newer version of Blackboard Learn, although it is cumbersome and far less complete and less robust than other tools available to the University. We have some prototypic tools that help in the assessment process linking it more directly to grading for more of the faculty. We continue to expand the usage of these tools to assist in gathering more data from more classes in a less burdensome manner for the faculty. This year we have requested funding for paid course graders and will look to expand the volunteer peer mentor system to assist in feedback and assessment. The faculty will continue to explore procedures to help streamline the gathering and analysis of the assessment data with the goal of reducing the burden on the over-worked faculty.

To address the continuing issue with computer facilities, the Program received funding from the Provost's Office to upgrade the computers in OCNL 133 to new workstations and upgrade the workstations in OCNL 136 with more memory, SSDs and new video cards through Student Learning Fees. No resources were provided to the Program from the college for these much needed upgrades. The temporary faculty, student volunteers and the Program Director work in the summer to start the deployment of these upgrades and hope to complete the upgrades as workloads permit this upcoming Fall semester. These changes should improve the quality and appearance of both laboratory spaces which in turn may help the students feel more connected to the Program and build community.

9. Planned Revision of Measures or Metrics (if applicable)

A possible revision of a measure might be to recommend a change in the assignments that are evaluated for program assessment, or the number of assignments examined, and by whom. A metric revision might be for program faculty to decide to change the "bar" for acceptable performance.

No change is currently planned for the metrics or measures. The current assessment results show achievement of the targets and goals. The faculty will review the courses assessed and consider expanding the courses for which assessment data will be collected in light of the updated curriculum. A number of existing assignments in this course will be used to gather assessment data using assessment rubrics already developed. The faculty, as a whole, will help consider and implement the tools for gathering the additional assessment data in these courses.

We will again in this current assessment cycle endeavor to look at ways to connect with alumni and industry. The limited resources, extreme workloads and the single overloaded tenured faculty will look at gathering additional assessment data from alumni and industry through online tools such as surveys.

10. Planned Revisions to Program Objectives or Learning Outcomes (if applicable)

After examining the assessment data it might be appropriate to revise one or more of the Program Objectives or Student Learning Outcomes.

Keeping in mind the overloaded faculty with significantly high SFR, the faculty will consider new rubrics and expand the assessment to additional classes based on the updated curriculum. They will review the course to Program Outcome matrix based on the updated curriculum.

11. Changes to Assessment Schedule (if applicable)

Do the results create a need for change in your assessment schedule? If so, please describe.

No change to the assessment schedule is planned.

12. Information for Next Year

What learning outcome(s) are you examining next year and who will be the contact person?

We plan to continue to examine outcomes 2 through 10 and plan to expand the collection of assessment data to additional required CAGD courses. If financial and time resources are available we will also expand assessment elements to alumni and industry through online tools. The Program Director, Clarke Steinback – the single tenure-tracked faculty in the program already responsible for all advising for the over 200 majors, charting the need for courses in the program, program committee work, and attempting to develop and guide the vision of the program, will continue to be the lead agent for assessment related implementations and developments.

II. Appendices (please include any of the following that are applicable to your program)

A. Assessment Data Summaries (Details that elaborate on item 6, above.)

Data Summaries for embedded rubrics

Course	#	PO	Element	Average	STD	N	Percent of Students Achieving
APCG	398	2	Animation	2.2	0.65	10	90.0%
APCG	398	2	Animation	2.0	0.54	31	90.3%
APCG	432	2	Animation Ready	2.3	0.54	17	88.2%
APCG	398	2	Camera & Rendering	2.7	0.54	31	93.5%
APCG	420	2	Camera & Rendering	2.5	0.59	20	95.0%
APCG	420	2	Camera & Rendering	1.6	0.92	24	62.5%
APCG	398	2	Camera Composition	1.4	0.83	31	61.3%
APCG	420	2	Camera, Effects, & Rendering	1.0	0.92	24	41.7%
APCG	331	2	Camera, Lighting, & Rendering	2.3	0.61	39	89.7%
APCG	331	2	Camera, Lighting, & Rendering	1.4	0.87	38	57.9%
APCG	331	2	Camera, Lighting, & Rendering	2.2	0.70	39	84.6%
APCG	331	2	Camera, Lighting, & Rendering	2.4	0.65	36	91.7%
APCG	110	2	Color	1.7	0.62	204	69.6%
APCG	110	2	Color	1.9	0.51	219	79.9%
APCG	110	2	Color	1.8	0.58	218	74.8%
APCG	110	2	Color	1.6	0.60	222	59.9%
APCG	110	2	Color	1.4	0.64	131	37.4%
APCG	110	2	Color	1.7	0.71	133	60.2%
APCG	110	2	Color	1.7	0.61	133	65.4%
APCG	110	2	Color	1.4	0.56	130	39.2%
APCG	117	2	Color	1.5	0.58	43	53.5%
APCG	117	2	Color	1.6	0.62	43	60.5%
APCG	117	2	Color	1.5	0.58	44	47.7%
APCG	110	2	Composition	1.8	0.60	201	73.6%
APCG	110	2	Composition	1.7	0.60	216	66.2%
APCG	110	2	Composition	2.2	0.72	127	84.3%
APCG	110	2	Composition	2.3	0.76	132	84.1%
APCG	117	2	Composition	2.3	0.71	42	85.7%
APCG	330	2	Concept Design	2.1	0.54	36	91.7%
APCG	331	2	Concept Design	2.2	0.74	39	82.1%
APCG	331	2	Concept Design	2.1	0.86	38	76.3%
APCG	432	2	Control Curves Setup	0.9	0.73	17	47.1%
APCG	432	2	Control Curves Setup	1.5	0.73	15	66.7%
APCG	330	2	Critical Thinking - Aesthetics and Creativity.	2.5	0.57	44	88.6%
APCG	330	2	Critical Thinking - Aesthetics and Creativity.	1.9	0.60	39	84.6%
APCG	398	2	Critical Thinking - Aesthetics and Creativity.	2.3	0.46	10	100.0%
APCG	420	2	Critical Thinking - Composition, Content, and Aesthetics	1.6	0.76	24	70.8%
APCG	420	2	Critical Thinking - Composition, Content, and Aesthetics	2.1	0.53	25	92.0%
APCG	420	2	Critical Thinking - Composition, Content, and Aesthetics	1.9	0.81	20	75.0%

APCG	117	2	Design	2.3	0.63	43	95.3%
APCG	117	2	Design	2.1	0.55	44	95.5%
APCG	112	2	Exposure	1.3	0.91	38	52.6%
APCG	112	2	Exposure	2.1	0.78	42	81.0%
APCG	112	2	Exposure	2.6	0.57	44	95.5%
APCG	331	2	Improvements on the Character	1.6	0.77	37	70.3%
APCG	112	2	Lighting and Exposure	2.1	0.56	37	89.2%
APCG	112	2	Lighting and Exposure	1.9	0.88	40	72.5%
APCG	112	2	Lighting and Exposure	1.6	0.77	45	68.9%
APCG	331	2	MicroEnvironment Design	1.8	0.79	37	73.0%
APCG	112	2	Posing -Expression and Body Language	2.1	0.77	45	82.2%
APCG	330	2	Rendering	2.4	0.50	36	97.2%
APCG	330	2	Rendering	2.2	0.53	39	94.9%
APCG	110	2	Sharpness	1.9	0.44	202	88.6%
APCG	110	2	Sharpness	2.1	0.67	217	83.4%
APCG	110	2	Sharpness	1.9	0.40	216	86.6%
APCG	110	2	Sharpness	2.2	0.66	221	87.8%
APCG	110	2	Sharpness	2.0	0.73	131	76.3%
APCG	110	2	Sharpness	2.5	0.57	132	96.2%
APCG	110	2	Sharpness	2.2	0.51	132	95.5%
APCG	110	2	Sharpness	2.0	0.48	130	90.0%
APCG	117	2	Sharpness	1.7	0.77	43	55.8%
APCG	117	2	Sharpness	1.8	0.60	43	67.4%
APCG	117	2	Sharpness	1.7	0.73	43	60.5%
APCG	398	2	Shot Composition	2.1	0.64	9	88.9%
APCG	112	2	Source Images	2.0	0.81	37	75.7%
APCG	112	2	Source Images	1.9	0.89	40	70.0%
APCG	340	2	Staging	1.9	0.63	41	73.2%
APCG	110	2	Story	1.9	0.69	204	73.5%
APCG	110	2	Story	1.9	0.64	217	77.9%
APCG	110	2	Story	2.6	0.57	130	96.9%
APCG	110	2	Story	2.7	0.55	132	95.5%
APCG	117	2	Story	2.7	0.61	43	93.0%
APCG	110	2	Texture	1.9	0.64	204	78.9%
APCG	110	2	Texture	1.7	0.60	219	64.8%
APCG	110	2	Texture	1.8	0.64	218	75.7%
APCG	110	2	Texture	1.8	0.54	222	74.3%
APCG	110	2	Texture	1.5	0.65	131	48.1%
APCG	110	2	Texture	1.5	0.70	133	46.6%
APCG	110	2	Texture	1.7	0.64	133	64.7%
APCG	110	2	Texture	1.8	0.49	131	78.6%
APCG	117	2	Texture	1.1	0.51	43	16.3%
APCG	117	2	Texture	1.4	0.62	43	41.9%
APCG	117	2	Texture	1.3	0.58	44	29.5%
APCG	330	2	Texturing	1.5	0.74	36	66.7%
APCG	330	2	Texturing	1.5	0.70	39	69.2%
APCG	331	2	Texturing	1.6	0.81	38	65.8%

APCG	331	2	Texturing	1.8	0.64	38	81.6%
APCG	331	2	Texturing	1.2	0.85	39	51.3%
APCG	331	2	Texturing	1.7	0.83	37	70.3%
APCG	330	2	Turntable and Wireframe Animation	1.3	1.00	36	50.0%
APCG	331	2	Turntable and Wireframe Animation	1.8	0.65	39	79.5%
APCG	331	2	Turntable and Wireframe Animation	1.8	0.68	38	76.3%
APCG	331	2	Turntable and Wireframe Animation	2.0	0.75	37	78.4%
APCG	432	2	Video Demo Reel	2.2	0.78	17	76.5%
APCG	432	2	Video Demo Reel	1.9	0.81	15	73.3%
			2 Aesthetic Average	1.9	0.66	7,705	73.9%
APCG	112	3	Blending Images Together	1.7	0.68	37	75.7%
APCG	112	3	Blending Images Together	1.7	0.74	40	72.5%
APCG	420	3	Compositing	2.1	0.62	20	85.0%
APCG	112	3	Digital Darkroom	2.0	0.67	39	82.1%
APCG	112	3	Digital Darkroom	2.0	0.55	42	85.7%
APCG	112	3	Digital Darkroom	1.9	0.66	36	83.3%
APCG	112	3	Digital Darkroom	2.0	0.72	42	81.0%
APCG	112	3	Digital Darkroom	1.8	0.83	44	72.7%
APCG	112	3	Digital Darkroom	2.0	0.76	44	79.5%
APCG	112	3	Digital Darkroom	1.9	0.79	40	75.0%
APCG	112	3	Digital Darkroom	2.2	0.67	45	88.9%
APCG	331	3	Edge Loops	1.9	0.83	39	74.4%
APCG	331	3	Edge Loops	2.2	0.70	38	84.2%
APCG	240	3	Fluidity of Motion	1.8	0.41	65	81.5%
APCG	240	3	Fluidity of Motion	1.6	0.65	64	67.2%
APCG	240	3	Fluidity of Motion	1.4	0.68	62	48.4%
APCG	240	3	Fluidity of Motion	1.8	0.42	57	84.2%
APCG	340	3	Fluidity of Motion	1.9	0.64	41	75.6%
APCG	331	3	Form and Proportions	2.1	0.82	39	79.5%
APCG	331	3	Form and Proportions	2.3	0.65	38	89.5%
APCG	331	3	Form and Proportions	2.7	0.51	39	97.4%
APCG	432	3	Frame Rigging	2.7	0.46	17	100.0%
APCG	432	3	Functionality of the Rig	1.2	0.64	17	58.8%
APCG	432	3	Functionality of the Rig	0.7	0.82	15	33.3%
APCG	432	3	IK Setup	1.4	1.12	17	47.1%
APCG	432	3	Joint Placement	2.4	0.71	17	88.2%
APCG	432	3	Joint Placement	2.7	0.44	15	100.0%
APCG	330	3	Lighting	1.7	0.57	36	77.8%
APCG	330	3	Lighting	1.5	0.64	39	71.8%
APCG	420	3	Lighting	2.0	0.68	24	83.3%
APCG	420	3	Lighting	2.1	0.79	20	80.0%
APCG	420	3	Lighting	2.3	0.65	24	91.7%
APCG	112	3	Merging Images	1.9	0.64	42	81.0%
APCG	112	3	Merging Images	1.8	0.90	44	65.9%
APCG	398	3	Mocap Animation	2.3	0.69	9	88.9%
APCG	331	3	Model in Quads	1.9	0.91	39	69.2%
APCG	331	3	Model in Quads	2.3	0.65	38	84.2%

APCG	331	3	Model in Quads	1.4	1.04	39	51.3%
APCG	330	3	Modeling & Overall Geometry	2.4	0.55	44	90.9%
APCG	330	3	Modeling & Overall Geometry	2.1	0.66	36	86.1%
APCG	330	3	Modeling & Overall Geometry	2.1	0.63	39	89.7%
APCG	117	3	Perspective	2.1	0.58	43	88.4%
APCG	117	3	Perspective	2.1	0.41	42	97.6%
APCG	117	3	Perspective	2.3	0.58	44	97.7%
APCG	493	3	Quality of Work	2.0	0.64	27	81.5%
APCG	493	3	Quality of Work	2.2	0.60	33	90.9%
APCG	493	3	Quality of Work	2.2	0.60	800	90.0%
APCG	420	3	Render Layers And Passes	2.2	0.78	20	80.0%
APCG	331	3	Shader Networks	1.4	0.93	38	57.9%
APCG	331	3	Shader Networks	2.2	0.78	37	81.1%
APCG	420	3	Shader Networks	1.3	0.83	24	58.3%
APCG	420	3	Shader Networks	2.4	0.68	20	90.0%
APCG	420	3	Shader Networks	2.2	0.62	24	91.7%
APCG	420	3	Textures Maps	1.7	0.79	24	70.8%
APCG	420	3	Textures Maps	2.2	0.69	25	88.0%
APCG	420	3	Textures Maps	2.4	0.61	20	90.0%
APCG	420	3	Textures Maps	2.0	0.77	24	79.2%
APCG	110	3	Translation	2.1	0.50	218	92.7%
APCG	110	3	Translation	2.1	0.61	221	90.0%
APCG	110	3	Translation	2.2	0.63	133	88.7%
APCG	110	3	Translation	1.9	0.54	131	87.8%
APCG	330	3	Tutorial: Modeling & Overall Geometry	2.3	0.60	43	90.7%
APCG	331	3	Uniform Spaced Geometry	1.9	0.77	38	76.3%
APCG	330	3	UV Mapping	1.9	0.55	36	86.1%
APCG	330	3	UV Mapping	1.6	0.51	39	76.9%
APCG	331	3	UV Mapping	2.0	0.71	39	82.1%
APCG	331	3	UV Mapping	1.3	0.98	38	50.0%
APCG	331	3	UV Mapping	2.1	0.80	39	76.9%
APCG	331	3	UV Mapping	1.9	0.83	36	75.0%
APCG	420	3	UV Mapping	2.2	0.77	24	83.3%
APCG	420	3	UV Mapping	2.3	0.67	20	90.0%
APCG	331	3	Virtual Scuplting	1.5	0.93	37	59.5%
APCG	432	3	Weighting	2.5	0.48	17	94.1%
APCG	432	3	Weighting	1.5	0.49	17	76.5%
APCG	432	3	Weighting	1.6	0.83	15	66.7%
			3 Abilities Average	2.0	0.68	3,868	79.7%
APCG	240	4	Principles	1.7	0.55	65	69.2%
APCG	240	4	Principles	1.5	0.73	64	48.4%
APCG	240	4	Principles	1.7	0.62	56	64.3%
APCG	340	4	Principles	1.5	0.59	40	50.0%
APCG	398	4	Storytelling	2.4	0.68	10	90.0%
APCG	398	4	Storytelling	1.7	0.88	9	66.7%
APCG	330	4	Tutorial: Followed the Tutorial	2.2	0.58	44	90.9%
APCG	112	4	Visually Compelling	2.0	0.58	40	87.5%

APCG	112	4	Visually Compelling	2.4	0.59	42	92.9%
APCG	112	4	Visually Compelling	2.1	0.70	37	86.5%
APCG	112	4	Visually Compelling	2.2	0.72	42	85.7%
APCG	112	4	Visually Compelling	1.5	0.85	44	63.6%
APCG	112	4	Visually Compelling	2.1	0.69	44	86.4%
APCG	112	4	Visually Compelling	1.7	0.82	40	70.0%
APCG	112	4	Visually Compelling	1.7	0.81	45	71.1%
			4 Proficiency Average	1.9	0.69	622	74.9%
APCG	112	5	Paper	2.8	0.28	37	97.3%
APCG	112	5	Paper	2.6	0.49	40	90.0%
			5 Written Average	2.7	0.39	77	93.6%
APCG	493	6	Body language	2.5	0.82	28	85.7%
APCG	493	6	Body language	2.1	0.53	800	92.8%
APCG	493	6	Body Language	2.1	0.57	800	88.3%
APCG	493	6	Content & Knowledge	2.3	0.50	800	97.6%
APCG	493	6	Distracting mannerisms	2.2	0.49	800	96.9%
APCG	331	6	Hesitations, other voice habits	2.1	0.67	35	80.0%
APCG	331	6	Hesitations, other voice habits	1.5	0.69	36	50.0%
APCG	331	6	Hesitations, other voice habits	2.0	0.71	36	75.0%
APCG	493	6	Hesitations, other voice habits	2.4	0.72	28	85.7%
APCG	493	6	Hesitations, other voice habits	2.1	0.63	800	84.3%
APCG	331	6	Maintaining eye contact	2.5	0.60	35	94.3%
APCG	331	6	Maintaining eye contact	1.9	0.70	36	72.2%
APCG	331	6	Maintaining eye contact	2.3	0.76	36	80.6%
APCG	493	6	Maintaining eye contact	2.5	0.73	28	85.7%
APCG	493	6	Maintaining eye contact	2.1	0.63	800	84.1%
APCG	493	6	Maintaining eye contact	2.0	0.65	800	82.4%
APCG	331	6	Organization & Structure	2.6	0.60	35	94.3%
APCG	331	6	Organization & Structure	2.1	0.77	36	75.0%
APCG	331	6	Organization & Structure	2.3	0.46	36	100.0%
APCG	493	6	Organization & Structure	2.6	0.56	28	96.4%
APCG	493	6	Organization & Structure	2.4	0.54	800	97.8%
APCG	493	6	Organization & Structure	2.3	0.56	800	95.6%
APCG	493	6	Overall Rating	2.3	0.51	800	97.1%
APCG	493	6	Overall Rating	2.2	0.53	800	94.4%
APCG	493	6	Poise	2.2	0.54	800	93.5%
APCG	331	6	Presentation Length	2.8	0.64	35	88.6%
APCG	331	6	Presentation Length	2.9	0.48	36	94.4%
APCG	331	6	Presentation Length	2.7	0.70	36	86.1%
APCG	493	6	Presentation Length	2.8	0.43	28	100.0%
APCG	493	6	Speaking	2.0	0.65	800	81.5%
APCG	493	6	Visual Aids & Neatness	2.4	0.54	800	97.3%
APCG	331	6	Voice Volume, Enunciation & Speed	2.1	0.62	35	85.7%
APCG	331	6	Voice Volume, Enunciation & Speed	1.6	0.72	36	47.2%
APCG	331	6	Voice Volume, Enunciation & Speed	2.2	0.57	36	91.7%
APCG	493	6	Voice Volume, Enunciation & Speed	2.4	0.56	28	96.4%
APCG	493	6	Voice Volume, Enunciation & Speed	2.2	0.59	800	90.3%

		6 Oral Average		2.3	0.61	12,703	87.2%
APCG	331	7	Commentary	1.7	0.76	38	71.1%
APCG	331	7	Commentary	1.9	0.77	38	73.7%
APCG	331	7	Online Critique	2.8	0.64	38	92.1%
APCG	331	7	Postings	2.6	0.65	38	86.8%
APCG	331	7	Reply Posts	2.5	0.85	38	81.6%
		7 Critiquing Average		2.3	0.73	190	81.1%
APCG	398	8	Teamwork	2.2	0.82	10	80.0%
APCG	398	8	Teamwork	2.4	0.69	9	88.9%
		8 Teams Average		2.3	0.76	19	84.4%
APCG	432	9	File Organization and Formats	2.8	0.47	17	94.1%
APCG	432	9	File Organization and Formats	3.0	-	15	100.0%
APCG	112	9	File Structure	2.5	0.56	40	87.5%
APCG	112	9	File Structure	2.6	0.63	42	85.7%
APCG	112	9	File Structure	2.7	0.56	42	92.9%
APCG	112	9	File Structure	2.6	0.61	44	86.4%
APCG	112	9	File Structure	2.9	0.30	44	97.7%
APCG	112	9	File Structure	2.7	0.31	45	93.3%
APCG	112	9	File Structure & Layer Organization	2.1	0.74	37	83.8%
APCG	112	9	File Structure & Layer Organization	2.3	0.78	40	80.0%
APCG	330	9	File Structures and Formats	2.7	0.49	44	97.7%
APCG	330	9	File Structures and Formats	2.2	0.77	36	83.3%
APCG	330	9	File Structures and Formats	2.0	0.74	39	82.1%
APCG	331	9	File Structures and Formats	2.5	0.71	39	87.2%
APCG	331	9	File Structures and Formats	2.4	0.69	38	84.2%
APCG	331	9	File Structures and Formats	2.3	0.72	39	87.2%
APCG	331	9	File Structures and Formats	3.0	-	37	100.0%
APCG	398	9	File Structures and Formats	2.7	0.46	10	100.0%
APCG	398	9	File Structures and Formats	2.7	0.54	31	93.5%
APCG	398	9	File Structures and Formats	3.0	-	9	100.0%
APCG	420	9	File Structures and Formats	2.8	0.30	24	95.8%
APCG	420	9	File Structures and Formats	2.5	0.64	25	92.0%
APCG	420	9	File Structures and Formats	2.7	0.56	20	95.0%
APCG	420	9	File Structures and Formats	2.8	0.47	24	95.8%
APCG	110	9	File Submission	3.0	0.28	203	98.0%
APCG	110	9	File Submission	2.9	0.34	219	98.2%
APCG	110	9	File Submission	2.8	0.58	219	94.1%
APCG	110	9	File Submission	2.9	0.49	222	95.5%
APCG	110	9	File Submission	2.9	0.36	131	97.7%
APCG	110	9	File Submission	2.8	0.53	133	94.0%
APCG	110	9	File Submission	2.9	0.35	133	97.7%
APCG	110	9	File Submission	2.9	0.56	131	94.7%
APCG	117	9	File Submission	3.0	-	42	100.0%
APCG	117	9	File Submission	2.9	0.52	42	97.6%
APCG	117	9	File Submission	3.0	-	44	100.0%
APCG	240	9	File Submission	3.0	0.25	65	98.5%
APCG	240	9	File Submission	2.8	0.57	64	92.2%

APCG	240	9	File Submission	2.8	0.54	62	95.2%
APCG	240	9	File Submission	3.0	-	57	100.0%
APCG	340	9	File Submission	2.7	0.54	41	95.1%
APCG	432	9	Outliner Organized	2.3	0.70	17	88.2%
APCG	432	9	Outliner Organized	1.9	0.75	15	80.0%
APCG	112	9	Project Guidelines	1.8	0.64	40	80.0%
APCG	112	9	Project Guidelines	2.7	0.49	42	95.2%
APCG	112	9	Project Guidelines	2.6	0.54	37	97.3%
APCG	112	9	Project Guidelines	2.3	0.66	42	90.5%
APCG	112	9	Project Guidelines	1.5	0.87	44	63.6%
APCG	112	9	Project Guidelines	1.9	0.87	44	72.7%
APCG	112	9	Project Guidelines	2.1	0.73	40	82.5%
APCG	112	9	Project Guidelines	2.0	0.71	45	82.2%
APCG	330	9	Scene Organization	2.3	0.68	44	86.4%
APCG	330	9	Scene Organization	2.1	0.79	36	80.6%
APCG	330	9	Scene Organization	1.9	0.76	39	79.5%
APCG	432	9	Scene Organization and File Formats	3.0	-	17	100.0%
APCG	112	9	Webpage	2.5	0.61	40	85.0%
APCG	112	9	Webpage	2.6	0.49	42	88.1%
APCG	112	9	Webpage	2.5	0.77	42	83.3%
APCG	112	9	Webpage	2.6	0.61	44	88.6%
APCG	112	9	Webpage	2.7	0.49	44	93.2%
APCG	112	9	Webpage	2.9	0.25	45	100.0%
			9 Process Average	2.6	0.51	3,348	91.0%
APCG	493	10	Content	2.2	0.66	27	85.2%
APCG	493	10	Content	2.5	0.61	33	93.9%
APCG	493	10	Content	2.2	0.62	800	90.1%
APCG	493	10	Organization	2.5	0.57	27	96.3%
APCG	493	10	Organization	2.8	0.36	33	100.0%
			10 Professionalism Average	2.5	0.56	920	93.1%
			Grand Average	2.1	0.63	29,452	81.2%

Data Summaries for ECC Graduating Senior Survey

Senior Exit Survey - Educational Satisfaction Responses AY 2014-2015							
Scale: 1=Very Unprepared 5=Very Well Prepared			Dissatisfied 1+2	Neither 3	Satisfied 4+5	Total	Average STDEV
Q15	Quality of teaching by faculty in department	Count	0	3	19	22	4.45
		%	0.0%	13.6%	86.4%	100.0%	0.72
Q16	Quality of teaching by other faculty	Count	1	5	16	22	4.05
		%	4.5%	22.7%	72.7%	100.0%	0.88
Q17	Access to faculty in your department	Count	1	2	19	22	4.59
		%	4.5%	9.1%	86.4%	100.0%	0.83
Q18	Availability of courses in your department	Count	2	7	13	22	3.95
		%	9.1%	31.8%	59.1%	100.0%	1.07
Q19	Quality of courses in your department	Count	1	5	16	22	4.14
		%	4.5%	22.7%	72.7%	100.0%	0.92

Q20	Access to lab facilities and equipment	Count	0	5	17	22	4.27
		%	0.0%	22.7%	77.3%	100.0%	0.81
Q21	Quality of laboratories and equipment	Count	5	6	11	22	3.59
		%	22.7%	27.3%	50.0%	100.0%	1.15
Q22	Access to computer facilities	Count	0	6	16	22	4.23
		%	0.0%	27.3%	72.7%	100.0%	0.85
Q23	Quality of computer facilities	Count	6	5	11	22	3.55
		%	27.3%	22.7%	50.0%	100.0%	1.20
Q24	Academic advising from your major advisor	Count	0	3	19	22	4.36
		%	0.0%	13.6%	86.4%	100.0%	0.71
Q25	Academic advising from Univ. Advising Office	Count	2	7	13	22	3.82
		%	9.1%	31.8%	59.1%	100.0%	0.98
Q26	Career information from your department	Count	3	5	14	22	3.73
		%	13.6%	22.7%	63.6%	100.0%	1.09
Q27	Availability of GE courses	Count	3	5	14	22	3.77
		%	13.6%	22.7%	63.6%	100.0%	1.13
Q28	Quality of GE courses	Count	3	5	14	22	3.73
		%	13.6%	22.7%	63.6%	100.0%	1.21
Q29	Overall quality of your education	Count	0	5	17	22	4.23
		%	0.0%	22.7%	77.3%	100.0%	0.79
Q30	Overall experience at Chico State	Count	0	5	17	22	4.18
		%	0.0%	22.7%	77.3%	100.0%	0.78

Senior Exit Survey - Preparation Responses AY 2014-2015							
Scale: 1=Very Unprepared 5=Very Well Prepared			Unprepared 1+2	Neither 3	Prepared 4+5	Total	Average STDEV
Q31	Apply knowledge to solve problems	Count	0	4	18	22	4.14
		%	0.0%	18.2%	81.8%	100.0%	0.69
Q32	Design and conduct experiments	Count	3	2	17	22	3.95
		%	13.6%	9.1%	77.3%	100.0%	1.22
Q33	Analyze and interpret experimental data	Count	1	7	14	22	3.91
		%	4.5%	31.8%	63.6%	100.0%	0.90
Q34	Design component or system to meet needs	Count	1	5	16	22	4.09
		%	4.5%	22.7%	72.7%	100.0%	0.90
Q35	Function on multidisciplinary team	Count	0	1	21	22	4.59
		%	0.0%	4.5%	95.5%	100.0%	0.58
Q36	Identify, formulate, solve technical problems	Count	0	3	19	22	4.32
		%	0.0%	13.6%	86.4%	100.0%	0.70
Q37	Communicate technical matters in writing	Count	0	5	17	22	4.23
		%	0.0%	22.7%	77.3%	100.0%	0.79
Q38	Communicate technical matters orally	Count	0	4	18	22	4.41
		%	0.0%	18.2%	81.8%	100.0%	0.78
Q39	Understand and apply professional and ethical principles	Count	0	2	20	22	4.59
		%	0.0%	9.1%	90.9%	100.0%	0.65
Q40	Understand contemporary issues facing society	Count	1	2	19	22	4.36
		%	4.5%	9.1%	86.4%	100.0%	0.98
Q41	Use modern tools and technology	Count	0	2	20	22	4.68
		%	0.0%	9.1%	90.9%	100.0%	0.63
Q42	Enter the workplace	Count	0	2	20	22	4.55
		%	0.0%	9.1%	90.9%	100.0%	0.66
Q43	Continue learning	Count	0	2	19	21	4.71
		%	0.0%	9.5%	90.5%	100.0%	0.63
Q44	Recommend major program at CSUC to others	Count	1	2	19	22	4.41
		%	4.5%	9.1%	86.4%	100.0%	0.83

B. Measurement Standards (Rubrics, etc.)

Outcome #2 Apply aesthetic judgments and critical thinking skills to art and graphics related issues. (Aesthetic)

Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Course
	Value	0	1	2	3	
2 Acting	Quality of Performance	Performance or poses do not support the story telling experience, often missing beats or off time audio.	Performance shows effort to convey characteristics consistent with the subject matter.	Performance delivers a readable experience, both expressive and timely.	A wonderful clear performance, artistic as well as articulate.	240
2 Animation	Simple animation that shows off the basic functionality of the rig.	Had no animation.	Animation had minor problem. Animation was hard to understand.	Animation was good. Shows off functionality.	Animation was great. Shows off functionality perfect!	432
2 Animation Ready	The proper animation controls and attributes are ready for the animator.	Didn't lock and hide unwanted controls and attributes. Didn't use display layers to hide blendshapes.	Locked and hid some unwanted controls and attributes.. Didn't use display layers to hide blendshapes.	Forgot to Lock and hide one or two unwanted controls and attributes.	The proper animation controls and attributes are ready for the animator.	432
2 Camera Movement		Audition tape for Blair Witch Project.	Some shots reflect poor technique, with an unstable image, or pans and zooms that too fast or not smooth.	Most shots are steady, whether handheld or mounted. Pans and zooms are slow and smooth.	All shots are steady, whether handheld or mounted; pans and zooms are slow and smooth, and add to visual interest; a dolly is used when needed.	345
2 Character Design	Overall character design with orthographical views and character description.	No character design with no/poorly drawn orthographical views. No character description.	Adequate character design with poorly drawn orthographical views. Poorly written or no character description.	Adequate character design with good orthographical views and adequate character description.	Well executed character design with excellent orthographical views and character description.	331
2 Color		Color is applied thoughtlessly, flat, and/or is distracting from the image.	Color is explored but may seem minimal, blotchy or distracting.	Color enhances dimensionality and readability of the scene with little to no issues.	Color application is clear and intuitive, successfully enhancing illusion as well as mood.	110 117

2	Composition	Did the student utilize composition principles to create the scene?	Little to no consideration for determining an appropriate composition for the scene.	Seemingly aware of the arrangement of subject matter within image.	Placement of subject matter and camera supports the overall composition of the scene.	Placement of subject matter and camera clearly and effectively supports the construct of the scene as well as energizes the conceptual meaning.	330
2	Composition		Composition is distracting and/or draws attention away from subject matter.	Composition offers satisfactory results but space is minimally explored.	Composition is well thought out, balancing space and subject equally.	A defiantly successful breaking of all the rules, a composition Picasso would be proud of.	110
2	Concept Design	Did the student utilize concept design appropriately for the 3D model?	Little to no consideration for determining an appropriate design of the 3D model.	Followed the basic concept design for the 3D model. (Followed tutorial only)	Followed the basic concept design with some unique design characteristics for the 3d model.	Used a unique or Exceptional concept design to facilitate a 3D model.	330
2	Control Curves Setup	The proper animation controls and attributes are ready for the animator.	Didn't lock and hide unwanted controls and attributes. Didn't use display layers	Locked and hid some unwanted controls and attributes.. Didn't use display layers	Forgot to Lock and hide one or two unwanted controls and attributes.	The proper animation controls and attributes are ready for the animator.	432
2	Design		Lack of effort to produce a visually stimulating composition	An attempt to generate a visually stimulating composition	Design was executed appropriately, enhancing the composition	A superior exhibition of design	117
2	Dynamics		Scenes are repetitious and/or ignore exploration with various perspectives.	Scenes explore a conglomerate of story and illustration.	Each scene successfully explores dimension to enhance the mood of the scene and story.	Isn't that a beautiful angle?	345
2	Exposure	Did students consider and utilize value appropriately for their subject matter?	Did not take value into consideration.	Value implemented incorrectly or value should have been utilized better.	Value was considered and implemented appropriately.	Superior - careful attention to detail, value well executed.	112

2	Lighting and Exposure	Did they consider and utilize lighting and value appropriately for their subject matter?	Did not take lighting into consideration.	Lighting implemented incorrectly or lighting should have been used.	Lighting was considered and implemented appropriately with no or few errors.	Superior - lighting well executed.	112
2	Rendering	How well and skillfully was camera & rendering tools used?	Did you even pay attention in class?	Did not use production render settings. The render shows limited use or knowledge of render setting tools.	The scene shows an awareness of using rendering tools but has one error.	Rendering settings are well executed. Proper resolutions and antialiasing settings.	330
2	Posing -Expression and Body Language	Does the pose make a powerful statement about attitude and personality of the subject.	No consideration to characterization of subject	Unable to effectively present characterization of subject.	Characterization was considered and implemented appropriately of subject .	Characterization of subject was well executed.	112
2	Second Rig: Animation	Simple animation that shows off the basic functionality of the rig.	had no animation.	Animation is missing allot of functionality of the rig.	Animation is missing a few parts that shows off the complete functionality of the rig.	Animation shows off the complete functionality of the rig.	432
2	Sharpness		Brushing is muddled and/or blurry. Objects and textures are indistinguishable.	Brushing is satisfactory with considerable errors or blurriness.	Image is cleanly painted with little to no blurry areas.	An ode to airbrushing, every component is rendered clearly and accurately.	110 117
2	Source Images	Images that are effectively used in the final composition. Exposure, lighting and composition.	None of the source images are not Implemented correctly.	Exposure, lighting and composition was not well considered or executed.	Exposure, lighting and composition was considered and implemented appropriately with no or few errors.	Superior - careful attention to detail, well executed.	112
2	Staging		Composition is unattended to, minimal use of camera and/or camera is disruptive to the story.	Composition is considered with little to no camera changes and/or considerable compositional issues.	Scenes are staged and delivered in a natural and readable manner consistent with the story.	Each scene is taken into careful consideration, supporting the story artistically as well as visually.	240 345
2	Story	Overall telling of the story. Is the story readable.	No story.	Very hard to follow the main storyline.	story is readable with no or few errors.	well executed and readable.	110

2	Storyboard Designs		Story is poorly illustrated and/or is confusing to follow visually.	Illustrations offer a minimal amount of information and/or doesn't flow chronologically	Each scene delivers the story clearly and artistically.	A picture is worth a thousand words.	117
2	Texture		No textures or textures are distracting from the objects that they surface.	Textures are missing in portions of the image or have considerable inconsistencies.	Textures reinforce all components of the image with little to no distortion.	A superior exhibition of texturing that is compliant with lighting as well as perspective.	110 117
2	Texturing	Did the student consider and utilize textures appropriately for scene? Color, specular, reflection, bump, normal and/or displacement.	Did not take textures into consideration or poorly executed	Textures implemented incorrectly or alternative textures should have been used.	Adequate textures were considered and implemented appropriately.	Superior - all textures well executed.	330
2	Turntable and Wireframe Animation	Was the final animation constructed effectively?	Either or both the wireframe and turntable animation was missing.	Wireframe and turntable animation was executed ineffectively or Bad video quality.	The animation turns properly and shows the wireframe adequately. With one or few errors - Render and wireframe don't lineup in final composite.	Both the wireframe and turntable animation was executed effectively.	330 331
2	Video Demo Reel	Created a video showing the functionality of the rig.	"Poorly showed the functionality of the rig in the video or didn't create a video."	Partially (70%) showed the functionality of the rig in the video.	Showed 90% of the functionality of the rig in the video.	Showed all of the functionality of the rig in the video.	432
2	Camera, Effects, & Rendering	How well and skillfully was camera, special effects, & rendering tools used?	The render shows no or limited use or knowledge of tools.	Basic skills are evident from the render including some anti-aliasing, and camera and special effects.	Tools were used well to produce a quality render of the scene, including appropriate anti-aliasing, and camera and special effects.	Tools were used flawlessly to produce a superior render of the scene with clear planning and skillful used of all appropriate tools.	432

2	Camera & Rendering	How well and skillfully was camera, lighting effects, & rendering tools used?	The render shows no or limited use or knowledge of tools.	Basic skills are evident from the render including some antialiasing, and lighting and camera effects.	Tools and techniques were used well to produce a quality render of the scene, including appropriate antialiasing, and lighting and camera effects.	Tools and techniques were used flawlessly to produce a superior render of the scene with clear planning and skillful use of all appropriate tools.	432
2	Critical Thinking - Composition, Content, and Aesthetics	Was the scene considered and constructed to convey meaning and utilize an effective combination of aesthetic elements and creativity?	The scene shows little evidence of thought regarding content and camera movement.	The scene accomplishes the assignment adequately, yet shows a lack of planning and little evidence that an overall composition was thought out and executed. Tried to be creative but does not work; it has a look and feel that is very common and does not stand out from the crowd.	The content and camera movement of the scene is meaningful. It is nice and works well, but is not unique; The scene shows application of the composition but lacking elements that would make it stand out from the rest.	The content and camera movement of the scene is meaningful and stands above the rest. The scene shows an awareness of composition and a effective color scheme. It uses a unique approach that truly enhances the project; it shows creativity that works, it is exciting, fresh and intriguing.	432
2	MicroEnvironment Design	Concept for Micro environment fits the look and feel of the character.	A blank environment or poorly executed.	the environment does not commit the character design.; environment blocks the character design (makes hard to see the character) and does not stand out from the crowd.	Environment is creative; thoughtfully and uniquely presented; it is nice and works well, but is not unique; it has a similar look-and-feel that works well, but may not stand out from the crowd.	Project is extremely creative; it uses a unique approach that truly enhances the project; it shows creativity that works, the environment commitments the character design.	432

2	Improvements on the Character	Did the student go back and improve the modeling from the first submission of the character assignment.	No improvement or noticeable changes to the modeling from the first submission of the character assignment.	Little improvement or noticeable changes to the modeling from the first submission of the character assignment. Tried to be creative but does not work.	Moderate improvement or noticeable changes to the modeling from the first submission of the character assignment. Model has a look-and-feel that works well, but may not stand out from the crowd.	Superior implementation of the modeling or huge improvement from the original submitted model. The project is extremely creative and presented with originality.	432
2	Critical Thinking and Critical Thinking - Aesthetics and Creativity.	Did the student consider use of learned modeling tools when choosing reference for the 3D model?	Little to no consideration for determining an appropriate design for the 3D model.	The model falls short of the assignment, shows a lack of planning and little evidence of overall aesthetics. Model is too simplified and needs more detail.	Basic use of learned tools with unique design characteristics for the 3d model, but lacking elements that would make it stand out from the rest.	Well considered 3D model - accurate use of learned modeling tools and careful planning were utilized.	432
2	Shot Composition	Was the composition for each shot well thought out?	Little to no consideration for determining an appropriate composition for the scene.	The scene falls short of the assignment, shows a lack of planning and little evidence of overall aesthetics. Overall scene is too simplified and needed more detail.	Placement of subject matter and camera supports the overall composition of the scene, but lacking elements that would make it stand out from the rest.	Placement of subject matter and camera clearly and effectively supports the construct of the scene as well as energizes the conceptual meaning.	432
2	Critical Thinking - Aesthetics and Creativity.	Was the composition for each shot well thought out?	Little to no consideration for determining an appropriate composition for the scene.	The scene falls short of the assignment, shows a lack of planning and little evidence of overall aesthetics. Overall scene is too simplified and needed more detail.	Placement of subject matter and camera supports the overall composition of the scene, but lacking elements that would make it stand out from the rest.	Placement of subject matter and camera clearly and effectively supports the construct of the scene as well as energizes the conceptual meaning.	432

2	Camera Composition	Did the student utilize composition principles to create the scene?	Little to no consideration for determining an appropriate composition for the scene.	Seemingly aware of the arrangement of subject matter within image.	Placement of subject matter and camera supports the overall composition of the scene.	Placement of subject matter and camera clearly and effectively supports the construct of the scene as well as energizes the conceptual meaning.	432
2	Camera, Lighting, & Rendering	Was the scene considered and constructed to convey meaning and utilize an effective combination of aesthetic lighting and rendering?	The scene shows little evidence of thought, regarding content and the elements and principles of lighting & rendering.	The scene falls short of the assignment, shows a lack of planning and little evidence of overall aesthetics	The scene shows an awareness of using the lighting and rendering tools adequately. With one or more errors.	The content of the scene is meaningful. The scene shows an awareness of principles of lighting, and rendering used effectively.	331

Outcome #3 Demonstrate mastery of specific technical, conceptual and critical abilities within computer graphics and the mixed media. (Abilities)

Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Course	
	Value	0	1	2	3		
3	Animatic/Storyboard		Hard to tell what is going on. Images are drawn poorly and ideas are boring.	Missing a few required images to be complete. Rough drawings and labels; drawn from only one POV.	Drawings are somewhat original and expressive; drawing are easy to read.	Original idea communicated clearly and precisely; drawn with an interesting POV.	345
3	Audience Hook		Not accomplished	Weak	Good	Excellent	345
3	Audio		Little or no attempt to add and time the audio correctly.	Audio is considered, but poorly accomplished or timed.	The audio track matches the scenes and shots well.	The audio track is well accomplished and timed, adding to the story and the emotional impact on the audience.	345
3	Blending Images Together	Blending of visual elements together in a seamless blend.	Blending of visual elements together was not achieved.	Blending of visual elements together ineffectually achieved, allot of inconsistent errors.	Appropriately blending of visual elements together with no or few errors.	Superior - careful attention to detail, well executed.	112

3	Camera Settings and Rendering	How well and skillfully was camera, lighting effects, & rendering tools used?	The render shows no or limited use or knowledge of tools. The scene appears to be thrown together.	Basic skills are evident from the render including some anti-aliasing, and lighting and camera effects.	Tools were used well to produce a quality render of the scene, including appropriate anti-aliasing, and lighting and camera effects.	Tools were used flawlessly to produce a superior render of the scene with clear planning and skillful used of all appropriate tools.	330 331
3	Character Designs		Not in color and/or disregard formal design specifications.	Designs are in color and layed out correctly with considerable design errors or inconsistencies.	Designs are rendered and displayed sharply and correctly. Mood is enhanced with posture and background.	Designs deliver the full experience into the character's demeanor as well as inclusive of a supportive background.	117
3	Creativity	Does the scene show creative use of the composition, tools and layout?	The scene lacks creativity or a re-implementation of another scene.	The scene shows some creative thinking that works for the scene.	Displays creative thinking with original concepts or implementations that works well in its totality.	The scene is very clever with original concepts and implementation; creatively designed that shows creativity that works and is not just weird but exciting and fresh.	345 491
3	Digital Darkroom	Did students consider and utilize the tools and techniques in Photoshop appropriately for their project.	Did not use Photoshop techniques in project.	Implemented incorrectly or only one Photoshop technique significantly.	Photoshop techniques was considered and implemented appropriately with no or few errors.	Superior - Photoshop techniques well executed.	112
3	First Rig Tutroial	Was the tutorial followed? Is the functionality readable by an animator?	Holy cow! did you even pay attention in class!	The Rig contains many problems and issues with its functionality.	The Rig contains minor problems and issues with its functionality.	Tutorial followed to the letter. Functionality of the Rig is understandable.	432
3	Fluidity of Motion		Animation is choppy and/or has blank frames unattended to.	Animation is relatively smooth with a considerable amount of choppy components.	Animation is smooth with little to no distortion in movement.	All animated components are smooth and fluid delivering a very natural experience.	110 240

3	Form and Proportions	Does the model present basic proportional and body volume relationships appropriately for its subject matter.	Did not take proportions & body volume into consideration. (Model looks nothing like the completed tutorial)	Collaboration of proportions & body volume implemented incorrectly. (Model barely meets the same proportions & volume as the tutorial)	Collaboration of proportions & body volume implemented appropriately. (Model closely mimics the tutorial)	Superior implementation of collaboration of proportions & body volume. (Model goes beyond the tutorial and does it efficiently)	331
3	Functionality of the Rig	Was the tutorial followed? Is the functionality readable by an animator?	Holy cow! did you even pay attention in class!	The Rig contains many problems and issues with its functionality.	The Rig contains minor problems and issues with its functionality.	Functionality of the Rig is understandable.	432
3	Functionality of the Rig	Was the tutorial followed? Is the functionality readable by an animator?	Holy cow! did you even pay attention in class!	The Rig contains many problems and issues with its functionality.	The Rig contains minor problems and issues with its functionality.	Functionality of the Rig is understandable.	432
3	Joint Placement	Was the proper Joint Placement and joint orientation was used?	Holy cow! did you even pay attention in class!	Proper Joint Placement, but incorrect joint orientation was used.	one incorrect Joint Placement, or incorrect joint orientation was used.	Proper Joint Placement and joint orientation was used on the character.	432
3	Lattice and cluster Setups	Lattice and cluster setups	No lattice and cluster setups in the rig	Bad lattice and cluster setups. Placements and selection were incorrect.	Some bad lattice and cluster placements and selection were incorrect on the setup	Good lattice and cluster placements.	432
3	Layers Composite		Layers are poorly accounted for or disregarded.	Layers are utilized but seams may be blotchy, transparent or unaccounted to.	A successfully integrated image with little to no seams visible.	A superior composite with no visible seams, George Lucas would be proud.	110
3	Lighting		Lighting is completely inaccurate and/or inconsistent with the scene.	Lighting is accomplished with considerable inaccuracies and/or lacking shadows.	Lighting and shading is clear and natural with little to no inconsistencies.	A bold use of lighting that reinforces the mood, dynamic and focal point of the image.	110 117 330
3	Merging Images	Merging images together in a seamless blend	Did not use layer masks.	Implemented layer masks inappropriately	Used layer masks appropriately with no or few errors.	Superior - careful attention to detail, layer masks well executed.	112

3	Modeling & Overall Geometry	How well and skillfully was the modeling tools and geometry used in the scene?	Basic modeling skills were not evident in the scene.	Models appear to have been inefficiently constructed with inadequate geometry	The models are well executed with the proper amount of geometry.	The models are efficiently constructed and appropriate for the scene.	330
3	Overall Geometry	Did students model in quads and used edge loops efficiently.	Did not appropriately model in quads (only 80% of the model is in quads) and used edge loops incorrectly.	Appropriately model in quads (only 90% of the model is in quads) and/or used edge loops insignificantly.	Appropriately modeled in quads (95 to 99% of the model is in quads) and used edge loops efficiently.	Well considered and well executed - modeled in quads (100% of the model is in quads) and used edge loops perfectly.	331
3	Perspective		Perspective is distorted and inconsistent.	Perspective is accurate with relative inconsistencies resulting in some distortion.	Perspective is accurate with little to no distortion.	A masterful rendering of space... thus transporting us into a new dimension.	110 117
3	Physics/Weight		Subject matter does not exhibit any feeling of mass and/or floats about the canvas.	Subject matter gives the impression of weight with considerable inconsistencies.	Subjects successfully deliver a feeling of weight with little to no inconsistencies.	All animated components are true to their mass delivering a 2D world that sustains its own physics.	240
3	Project Guidelines	Followed the rules of the assignment for the final image.	Did not follow the rules of the assignment.	Implemented the rules of the assignment poorly or incorrectly.	Follow the rules of the assignment correctly.	Exceeded the rules of the assignment.	112
3	Readability		Subject matter is not animated in a way in which the action is communicated effectively.	Subject matter shows an effort of communicating effectively with considerable errors.	Subject matter communicates action effectively with little to no errors.	All action in the project is readable delivering a natural medium for conveying a story .	110 117 240
3	Readability of Story		Story is poorly illustrated and/or is confusing to follow visually.	Illustrations offer a minimal amount of information and/or doesn't flow chronologically	Each scene delivers the story clearly and artistically.	A picture is worth a thousand words.	345
3	Second Rig: Animation Ready	The proper animation controls and attributes are ready for the animator.	Holy cow! did you even pay attention in class!	Locked and hid some unwanted controls and attributes.. Didn't use display layers or scale didn't	Forgot to Lock and hide one or two unwanted controls and attributes.	The proper animation controls and attributes are ready for the animator.	432

				work.			
3	Second Rig: Functionality of the Rig	Was the tutorial followed? Is the functionality readable by an animator?	Holy cow! did you even pay attention in class!	The rig contains many problems and issues with its functionality.	The rig contains standard functionality for animation. May contain a few minor issues with its functionality.	Went above and behind the tutorial when adding functionality to the rig	432
3	Shot Framing		Poorly framed shots are a distraction to message.	Balance between subject and background is incorrect or causes confusion; many shot angles are not appropriate for context.	Balance between subject and background adds visual interest; most shot angles are appropriate for context.	Balance between subject and background adds visual interest; shot angles are well chosen for context; rule of thirds applied when appropriate.	345
3	Show or Convey Emotion		Not accomplished	Weak	Good	Excellent	345
3	Texturing	Did the student consider and utilize textures appropriately for the scene? Color, specular, reflection, and bump/normal.	Did not take textures into consideration or poorly executed. Only used simple shaders for texturing.	Textures implemented incorrectly or alternative textures should have been used. Used too many simple shaders for texturing.	Adequate textures were considered and implemented. Missing a few key textures (color, spec, and bump maps) on main objects and only used simple shaders for texturing on a few objects.	All textures are applied to the objects to the scene appropriately. Used color, spec, and bump maps.	330 331
3	Theme		Theme is unclear.	Theme is present, but not clear to audience.	Theme is clear.	Theme is expressed clearly in a creative manor.	345
3	Translation		Images have no resemblance to tutorial.	Composition is attended to but brushing is inaccurate or lacks texture.	Image is a definite visual resemblance of source material with little to no errors.	Image not only matches the source but exceeds its overall execution.	110

3	Turntable, Camera Settings and Rendering	How well and skillfully was camera, lighting effects, & rendering tools used?	How well and skillfully was camera, lighting effects, & rendering tools used?	Basic skills are evident from the render including some anti-aliasing, and lighting and camera effects.	Tools were used well to produce a quality render of the scene, including appropriate anti-aliasing, and lighting and camera effects.	Tools were used flawlessly to produce a superior render of the scene with clear planning and skillful use of all appropriate tools.	330 331
3	UV Mapping	How well and skillfully was UV tools used?	No uv mapping skills are evident in the in the scene.	UV maps appear to have been constructed with lots of errors on many objects. Too much overlapping UV's. UVs are not scaled properly to use the 0 to 1 space efficiently.	The UV maps are well executed and appropriate for objects with errors on a few objects. Overlapping UV's or UVs not scaled properly to use the 0 to 1 space efficiently.	The UV maps are exceedingly well created and functional for the all the objects in the scene.	330 331
3	Virtual Sculpting	How skillful on applying a "Detail pass" using a virtual sculpting software to a character model.	No virtual sculpting was applied to the character model.	Virtual sculpting was implemented insignificantly. "Detail pass" was unconvincing for the character model.	Virtual sculpting was used appropriately. "Detail pass" was somewhat convincing for the character model.	Virtual sculpting was executed perfectly. "Detail pass" was believable for the character model.	331
3	Weighting	How well done was skinning and paint weighting for the character.	Holy cow! did you even pay attention in class!	Weighting of the Geo to the correct joints is incorrect. Other unwanted joints still effect incorrect areas.	Did a decent job painting weights but, slight movement can be seen in the Geo from unwanted joints.	Skinning and weighting of Geo to joints was executed perfectly.	432
3	Quality of Work	Does the work achieve a level of integrity parallel to industry standards?	Quality of work is subpar or that of a beginning level class.	Work is readable but is evident that more practice is necessary.	Work shows evidence of growth, understanding and development.	Work displays symptoms and/or characteristics synonymous with industry standards.	432
3	Frame Rigging	Is the functionality easy to use and readable by an animator?	Holy cow! did you even pay attention in class!	The body rig contains many problems and issues with its functionality.	The body rig contains minor problems and issues with its functionality.	Functionality of the body Rig is understandable to animator.	432

3	IK Setup	Was the proper IK Setup used for the legs?	The wrong IK Setup used on all the legs. Needed to use Spring IK	Used some of wrong IK Setup on the legs. Needed to use Spring IK	Missed one wrong IK Setup on the legs and arms	Used the correct IK Setup for the legs and arms	432
3	Shader Networks	Did the student consider and utilize shader networks appropriately for the scene?	Did not take shaders into consideration or poorly executed. Alternative shaders should have been used; (Blinn instead of Imabert).	Too many errors implemented incorrectly, alternative shaders should have been used.	Shader networks implemented appropriately with few errors. It is nice and works well, but is very common.	Shader networks implemented and well executed. The shaders networks applied enhanced the scene quality.	432
3	Textures Maps	Did the student consider and utilize textures appropriately for the scene? Color, specular, reflection, bump, normal and/or displacement. .	Did not take texture maps into consideration or poorly executed. Textures has little creative energy; it does not have any unique or creative aspects.	Missing textures in several places or errors, textures implemented incorrectly or alternative textures should have been used. Tried to be creative but does not work and does not stand out from the crowd.	Adequate textures were considered and implemented appropriately. Textures look nice and works well, but is not unique; it has a similar look-and-feel that works well, but may not stand out from the crowd.	Diffuse, Spec, Bump/Normal, and displacement map executed correctly with excellent attention t	432
3	Render Layers and Passes	Created and implemented render layers and passes for efficient renders: Material color diffuse, AO, direct irradiance, spec, indirect, and shadow. Matte ID, reflection and refraction if need be.	Created no scene breakdowns with layers or passes for the project.	Created scene breakdowns with a few missing layers or passes for the project. Tools and techniques were used but contain errors to achieve better renders.	Created scene breakdowns for the project. Tools and techniques were used well to produce a good render of the scene with good efficiently.	Created intelligent scene breakdowns for the project. Tools were used flawlessly with clear planning and intent. Created Material color diffuse, AO, direct irradiance, spec, indirect, and shadow. Matte ID, reflection and refraction if need be.	432

3	Compositing	To reconstruct of the scene inside a compositor to enhance the final output.	Did not reconstruct of the scene inside a compositor. Too many errors. Falls short of the assignment.	Missing frames or errors in the reconstruct of the scene inside a compositor. The scene has problems and does not stand out from the crowd.	Accurate reconstruct of the scene inside a compositor. The scene is nice and works well, it has a look-and-feel that works well, but may not stand out from the crowd.	Superior reconstruct of the scene inside a compositor. Implemented additional effects to enhance the the look and feel of the overall scene.	432
3	Compositing	To reconstruct of the scene inside a compositor to enhance the final output.	Did not reconstruct of the scene inside a compositor. Too many errors. Falls short of the assignment.	Missing frames or errors in the reconstruct of the scene inside a compositor. The scene has problems and does not stand out from the crowd.	Accurate reconstruct of the scene inside a compositor. The scene is nice and works well, it has a look-and-feel that works well, but may not stand out from the crowd.	Superior reconstruct of the scene inside a compositor. Implemented additional effects to enhance the the look and feel of the overall scene.	432
3	Edge Loops	Did students model in quads and used edge loops efficiently.	Did not appropriately model in quads.	Appropriately model in quads (has too many ngons and triangles)	Appropriately modeled in quads (has a few ngons or triangles).	Well considered and well executed - modeled in quads (100% of the model is in quads)	432
3	Uniform Spaced Geometry	Used uniform spaced geometry correctly. Geometry was spaced and evenly distributed across the character model.	Did not take uniform spaced geometry into consideration or poorly executed across the model.	Incorrect placement of uniform spaced geometry in certain parts of the model.	Geometry was well spaced and evenly distributed except for one instance or area.	Geometry was well spaced and evenly distributed	432
3	Tutorial: Modeling & Overall Geometry	How well and skillfully was the modeling tools and geometry used in the in relation to the tutorial?	Basic modeling skills were not evident in the scene.	Models appear to have been inefficiently constructed with inadequate geometry.	The model is constructed well but contains a few errors. Did not use all tools demonstrated in the tutorial.	The models are well executed with the proper amount of geometry. It is evident the tools demonstrated in the tutorial were utilized.	330

3	Mocap Animation	Did the student consider and utilize mocap animation appropriately for the scene?	Chest pieces that are working but not adding any emotional value to the story.	The scene accomplishes the assignment, yet shows a lack of cleanup and execution of animation to help tell the story.	Mocap animation reads and work with the composition or story, yet lacks some minor aesthetic movements and/or cleanup.	Mocap Animation is strong, clean ,and effective adding depth to the story.	330
3	Model in Quads	Did students model in quads and used edge loops efficiently.	Did not appropriately model in quads.	Appropriately model in quads (has too many ngons and triangles)	Appropriately modeled in quads (has a few ngons or triangles).	Well considered and well executed - modeled in quads (100% of the model is in quads)	331

Outcome #4 Demonstrate proficiency with industrial applications to visual communication related technologies. (Proficiency)

	Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Course
		Value	0	1	2	3	
4	All Four Components Match		Major inconsistencies are evident between the script, shot list, storyboards and animatic.	A number of inconsistencies are evident between the script, shot list, storyboards and animatic.	The script, shot list, storyboards and animatic mostly match with no major inconsistencies between these elements, although some small errors between some elements are present.	The script, shot list, storyboards and animatic all match with no inconsistencies between any of these elements.	345
4	Continuity		The story's continuity is unclear and sometimes confusing; there are confusing breaks in time, many jump cuts or incongruities in between shots or scenes.	The idea of the story comes across but in terms of continuity, it could have been executed better; there are a few breaks in continuity and some jump cuts.	Continuity is executed well, but there were a few missed opportunities in this regard to make it more effective or there are incongruities between shots or scenes.	Overall, the continuity is executed well; the action is clear, coherent and presented effectively without jump cuts or incongruities.	345
4	Dynamics		Scenes are repetitious and/or ignore exploration with various perspectives.	Scenes explore a conglomerate of story and illustration.	Each scene successfully explores dimension to enhance the mood of the scene and story.	Isn't that a beautiful angle?	345

4	Location		Location adds to interest and is appropriate to the story.	Location is appropriate but not helpful to the story.	Location detracts from the story.	Location is bland or inappropriate.	345
4	Principles	The integration, look or style of your animation as it pertains to the Principles of Animation.	Lack of effort to produce a visually unified or stunning piece.	Some evidence of the Principles of Animation beign integrated.	Principles of Animation are utilized consistently presenting a solid design.	Design is unique and well crafted as well as consistent throughout the entirety of the piece.	240
4	Rating		Overall poor story or implementation of the story.	The story or implemenation of the story shows some promise, but currently is lacking.	The story and implemenation are well executed.	The story is exceptional and the implementation is fantastic.	345
4	Story Staging		Composition is unattended to, minimal use of camera and/or camera is disruptive to the story.	Composition is considered with little to no camera changes and/or considerable compositional issues.	Scenes are staged and delivered in a natural and readable manner consistent with the story.	Each scene is taken into careful consideration, supporting the story artistically as well as visually.	345
4	Storytelling		No broad entertainment value.	Several confusing parts; plot is unclear; communication of story lacks focus or energy.	Some mistakes in plot line but mistakes are minor; some parts of the story lack focus.	The storyline of the product is interesting and entertaining; plot is communicated effectively; all elements of story are present.	345
4	Visually Compelling	Does the image work overall. Choices of principles of composition used to create the image.	Did not take visual elements or principles of composition into consideration.	Utilized 1 or 2 of the principles of composition or visual elements, but not well considered or executed.	Collaboration of visual elements and principles of composition implemented appropriately with no or few errors.	Superior implementation of collaboration of principles of composition and visual elements.	112
4	Tutorial: Followed the Tutorial	How well were the instructions in the tutorial followed?	The instructions in the tutorial were not followed.	The tutorial instructions were partially followed, with few related tools used in the scene.	The model is constructed well according to tutorial instructions. However, some errors are evident.	The model was well constructed. Tools used in the tutorial were clearly used in the scene.	330

Outcome #5 Communicate effectively in written format on research and creative issues. (Written)

Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Course
	Value	0	1	2	3	

5	Paper	Description of project - triumphs and pitfalls of the project	No paper.	Poorly written with errors and less than a page.	Written with no or few errors and less than a page.	Written effectively and full length of page.	112
5	Script		The script does not follow the rules for writing a script and/or does not follow the formatting requirements for a script and/or the story is not written using visual writing and needs major rework.	The script has issues and needs rework to achieve appropriate visual writing and/or complying with the rules and formatting for a script.	The script works, but could use with some rework to achieve appropriate visual writing and/or complying with the rules and formatting for a script.	The script is well written using visual writing following all the rules and formatting for a script.	345

Outcome #6 Communicate effectively in oral format on research and creative issues. (Oral)

	Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Course
		Value	0	1	2	3	
6	Body language		Immobile, hands in pockets, or blocked screen	Did not always indicate how material on the screen was related to presentation	Consistently used gestures to coordinate oral and visual presentation	Excellent use of gestures to provide emphasis	330 491
6	Content & Knowledge		No grasp of information. Unable to answer questions about the subject.	Uncomfortable with information. Capable only of answering rudimentary questions.	At ease with content and able to elaborate and explain to some degree.	Demonstration of full knowledge of the subject with explanations and elaboration.	331 491
6	Distracting mannerisms		Presentation full of distracting mannerisms such as giggling or chewing gum	Some distracting mannerisms	No distracting mannerisms	Superior presentation	491
6	Hesitations, other voice habits		Presentation full of hesitations, ums, ahs, etc.	Some hesitations, ums, ahs, etc.	Clear, continuous presentation, perhaps a few ums, ahs, etc.	Superior presentation, free of ums, ahs, etc.	330 331 491
6	Maintaining eye contact		No eye contact with audience at all	Poor eye contact, looking down or at screen significant portion of time	Maintained eye contact other than quick glances at screen	Maintained eye contact with all segments of the audience	330 331 491

6	Organization & Structure		Not possible to understand presentation due to absence of structure.	Difficult to follow presentation due to erratic topical shifts and jumps.	Most information presented in logical order which is easy to follow	All information is presented in a logical, interesting, and novel sequence, which is easily followed.	330 491
6	Overall Rating		Unacceptable.	Marginal.	Acceptable.	Exceptional.	491
6	Poise		Clearly unsure, nervous, confused	At times appears unsure nervous, confused	Composed at all times	Exudes/convey confidence	491
6	Presentation Length		Far too short or too long.	Somewhat too short or too long.	Acceptable length.	Presentation meets specifications exactly.	330 331
6	Visual Aids & Neatness		No visual aids.	Occasional use of visual aids, however they barely support text or presentation. Several misspellings and/or grammatical errors on visual aids.	Visual aids are related to text and presentation. Minor misspellings and/or grammatical errors on visual aids.	Text and presentation are reinforced by the use of visual aids. Negligible misspellings and/or grammatical errors on visual aids.	491
6	Voice Volume, Enunciation & Speed	How well spoken the presentation was executed?	Unintelligible.	Voice hard to hear, words slurred or voice trails off, spoke too slow or too fast, monotone with little emphasis.	Voice clearly heard, words clearly enunciated, did not speak too slowly or too rapidly	Voice projected very well, clear enunciation, did not speak too slowly or rapidly	330 331 491
6	Speaking	How well spoken the presentation was executed?	Voice is difficult to understand, hear or follow. Excessive hesitations.	Voice may be too fast or nervous or a substantial amount of hesitations occurred.	Voice is clear with little to no difficulties. Minimal hesitations.	Voice is confident, clear, expressive and engaging.	330 331 491

Outcome #7 Apply critical thinking and aesthetic judgments in critiquing mixed media and computer graphics productions. (Critiquing)

Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Course
	Value	0	1	2	3	
7	Online Critique	No first post	Late first post	N/A	First initial post is on time.	331
7	Reply Posts	No reply posts	Too many late reply posts/ missing reply posts.	missing a reply post.	Reply posts on time.	331

7	Commentary		No commentary. Inadequate commentary and too short on all relies. Need to be more in-depth in critiques.	Inadequate commentary and too short on all relies. Was too short and brief in a few reply posts	Adequate commentary implemented.	Detailed and insightful commentary on all reply p	331
7	Postings		Nothing was done.	Missing a lot of reply posts or late posts	Missing several of reply posts	missing a reply critique	331

Outcome #8 Function on multi-disciplinary teams. (Teams)

Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Course	
	Value	0	1	2	3		
8	Teamwork	the ability to work in a group environment.	Didn't show up to class or group meetings with little or no contribution to the project.	Was present in class and group meetings, added little contribution to the project.	Was present in class and group meetings, gave a good contribution to the project.	Was reliable and performed a large contribution to the project.	398

Outcome #9 Work collaboratively and individually with an understanding of the production process utilized in industry-standard studios. (Process)

Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Course	
	Value	0	1	2	3		
9	File Organization and Formats	Did students follow instructions in saving their project and images.	Did not follow instructions or file structure. Only one working file.	Partially followed instructions and file structure. Partially working files	Partially followed instructions file and structure. All work files work appropriately.	Instructions and file structure implemented appropriately. All files and images work appropriately.	432
9	File Structure	Implementation of file naming & directory formats.	File naming & directory format was implemented incorrectly.	File naming & directory format was followed correctly. But contained more file needed for the the assignment.	File naming & directory format was followed correctly with only one error.	File naming & directory format was followed correctly.	112
9	File Structure & Layer Organization	Implementation of file naming & file structure. Naming layers properly.	Both file naming & structure and naming layers was implemented incorrectly.	Implemented 1 of the file naming & structures or naming layers properly was followed with errors.	One or both file naming & structure and naming layers was correctly followed with few errors.	Both file naming & structure and naming layers was correctly followed.	112
9	File Structures and Formats	Did students follow instructions in saving their project and images.	Did not follow instructions or file structure. Only one working file.	Partially followed instructions and file structure. Partially working files.	Partially followed instructions file and structure. All work files work appropriately.	Instructions and file structure implemented appropriately. All work files work appropriately.	330

					appropriately.		
9	File Submission	Did you turn in the requested type of file in the right place and were the compression settings and file name correct?	File submitted in incorrect format or in incorrect folder.	File submitted in correct format and location but with incorrect compression settings.	File submitted correctly but with incorrect filename.	File submitted with all the desired settings accounted to.	110 117 240
9	Outliner Organized	Is the rig organized inside the outliner.	Unacceptable	Marginal	Acceptable	Exceptional	432
9	Project Guidelines	Followed the rules of the assignment for the final image.	Did not follow the rules of the assignment.	Implemented the rules of the assignment poorly or incorrectly.	Follow the rules of the assignment correctly with no or few errors.	Exceeded the rules of the assignment.	112
9	Scene Organization	Was the scene organized properly in the outliner? Delete history on objects?	Did you even pay attention in class?	Didn't rename objects and/or shaders. Didn't delete history on geometry on too many objects.	Forget to name objects, shaders and delete history on a few objects.	Named objects and shaders properly and deleted history on all objects in the scene.	330
9	Web Pages & File Structure	Implementation of web pages. Followed instructions for file naming & directory format.	Both webpages, file naming & directory format was implemented incorrectly.	Only one, the web pages or file naming & directory format was followed correctly with few errors.	Both web pages and file naming & directory format was followed correctly with few errors.	Both web pages and file naming & directory format was followed correctly.	112
9	Webpage	Implementation of the web gallery with good naming conventions. The correct number images taken fo the assignment.	Web gallery structure was implemented incorrectly.	Web gallery structure was followed correctly. But contained more images needed for the the assignment.	Web gallery structure was followed correctly with only one error	Web gallery structure was followed correctly.	112
9	Scene Organization and File Formats	Did students follow instructions in saving their project and images.	Did not follow instructions or file structure. Only one working file.	Partially followed instructions and file structure. Partially working files	Partially followed instructions file and structure. All work files work appropriately.	Instructions and file structure implemented appropriately. All files and images work appropriately.	112

Outcome #10

Demonstrate professionalism through creative and intellectual independence. (Professionalism)

	Attributes	Description	Unacceptable	Marginal	Acceptable	Exceptional	Course
		Value	0	1	2	3	
10	Creativity - Project		Project has little creative energy; it is bland, predictable, and lacked energy to capture the audience's attention; it does not have any unique or creative aspects.	A few original touches added to enhance the project but are not incorporate throughout; it appears forced, hard to follow; has too many parts that are strange and do not serve any purpose; tried to be creative but does not work; it has a look and feel that is very common and does not help the project stand out from the crowd.	Project is creative at times; thoughtfully and uniquely presented; it is nice and works well, but is not unique; it has a similar look-and-feel that works well, but may not stand out from the crowd.	Project is extremely creative and presented with originality; it uses a unique approach that truly enhances the project; it shows creativity that works, it is exciting, fresh and intriguing, not just weird.	
10	Design Composition		Insufficient use of art elements and principles.	Few art elements and principles event in the project.	Utilizes art elements and principles.	Uniquely and effectively uses art elements and principles.	

10	Identity and Branding		The artist's name is on at least the first page, but contact information must be searched for by the viewer; other than the name there are no elements to help the viewer identify and remember the artist as they move through the site.	The artist's name and contact information are displayed on each page; other than the name and contact information there are no elements to help the viewer identify and remember the artist as they move through the site.	The artist is clearly identified on each page; the audience can quickly see the artist's name and contact information; consistent identification or branding elements (i.e. logo, icon, symbol, image, photograph, caricature) are present.	The artist is clearly identified so the viewing audience associates the artist's name with the site and art; the artist's name or contact information are clearly displayed on each page; consistent identification or branding elements (i.e. logo, icon, symbol, image, photograph, caricature) are present and these elements work with the site in a natural or artistic manner to help the audience identify and remember the artist.	
10	Interview		The portfolio demonstrated insufficient professionalism or skills be considered for an interview.	The professionalism or skills shown in the portfolio are meager, or you can see hints of talent but poorly demonstrated, thus you would consider an interview if you have no alternatives.	The level of skills and professionalism presented in the portfolio is ordinary although it merits a second look if outstanding candidates are not found.	The portfolio clearly shows consideration and professionalism in showcasing the candidate's skills and abilities; you would clearly recommend this candidate for an interview.	
10	Navigation		Navigational tools are absent or confusing.	Navigation is not always consistent or is unclear at times.	Navigation is clear and consistent.	Users can progress intuitively throughout entire project in a logical path to find information; the navigation is consistent.	

10	Organization		The sequence of information is not logical; paths to information are not evident; the user must backtrack to navigate the site.	The sequence of information is somewhat logical; paths are confusing and flawed; the user need backtrack to navigate to other portions of the site.	The sequence of information is logical; paths to most information are clear and direct; the user can navigate most any where on the site without needing to backtrack.	The sequence of information is logical and intuitive; menus and paths to all information are clear and direct; the user is able to navigate to any where in the site without having to backtrack.	493
10	Overall - Project		Unacceptable.	Marginal.	Acceptable.	Exceptional.	
10	Purpose		The project does not indicate clearly what the skills or goals of the artist are, nor does it provide information for the audience to draw possible conclusions as to what the goals and skills might be.	The areas of interest are displayed; the audience is left to wonder why they are looking at the portfolio, or they may need to read through all the materials to divine what the artist is seeking or what the artist's skills are.	It is clear who the target audience is, or clearly identifies a priority of skills or desire job focus; the audience is not left to wonder why they are looking at the portfolio.	The project clearly relates the artist's skills and focus in a professional manner not requiring the viewer to shift though the site to discover them; the site itself clearly and cogently complements the goals and skills of the artist.	
10	Content	Does the amount of content justify the amount of time allocated? A minimum of 9 hours of work or more.	no work posted	Very little work exhibited compared to the amount of time allocated.	A solid bulk of finished work for the amount of time allocated.	It is evident that time was spent above and beyond that allocated to create an impressive amount of finished pieces.	493

C. Survey Instruments



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ECC Graduating Senior Survey College of Engineering, Computer Science, and Construction Management CSU, Chico

Dear Graduating Senior,

The College of ECC has developed this Survey to give you a forum for letting us know what you think of your experience at CSU, Chico, and to help us to continually improve the curriculum and services we offer. We care a great deal about the programs and your feedback is essential to helping us provide the highest quality education we can deliver. Thank you in advance for your time and attention to this survey.

We hope the years you have spent with us have enriched your life and provided you with the foundation for a successful career. Please stay in touch!

With best wishes, The College of ECC Faculty

1. Major:
2. Graduation Date
Semester
 Spring Summer Fall
Year
 2012 2013 2014 2015
3. Did you come to Chico State as a ...
 First-time freshman Transfer
4. How many semesters did you attend Chico State?
 1-3 4-6 7-9 10-12 13+
5. What is your Overall GPA?
 Below 2.25
 2.25-2.49
 2.50-2.74
 2.75-2.99
 3.00-3.24
 3.25-3.49
 3.50-3.74
 3.75-4.00
6. If you had an internship, co-op, or job related to your major while in school, how valuable was the experience?
 Did not have internship, co-op, or job
 Very Valuable
 Valuable
 Somewhat Valuable
 Not Valuable
7. If you were involved in any student/professional society, activities, or clubs, how valuable was the experience?
 Was not involved in societies, activities, or clubs
 Very Valuable
 Valuable
 Somewhat Valuable
 Not Valuable
8. Immediately after graduating are you planning to...

<https://ir.csuchico.edu/surveys/admin/Default.aspx>

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Attend graduate School

Yes No

Begin Working

Yes No

If you are **NOT** planning to work full-time, or if you have not begun looking for a job, please skip to Question 13.

9. How many job offers have you received?

None One Two Three Four +

10. Do you currently have a job offer that you are likely to accept?

Yes

No

11. If you interviewed through the campus Career Planning & Placement Office, how helpful was it?

Did not interview through campus office

Very Helpful

Helpful

Somewhat Helpful

Not Helpful

12. If you found a job that you are likely to accept, how did you find it?

Campus Career Planning & Placement Office

Faculty/department referral

Online Posting

Mailed resume

Personal Connections

Other

13. Did you take a comprehensive exam (FE, CMdgT, MFT or other) for your discipline?

No, did not take

Yes, and passed

Yes and did not pass

Yes and waiting for results

14. If you took a comprehensive exam, did you also attend a review course to prepare you for the exam?

Yes

No

For Survey Content Questions,
contact Lynn Abbiati: labbati@csuchico.edu

For Technical Questions,
contact Bill Allen: ballen@csuchico.edu



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Educational Satisfaction Questions

At Chico State, how satisfied were you with the...

	Very Dissatisfied				Very Satisfied
15. Quality of teaching by faculty in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Quality of teaching by other faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Access to faculty in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Availability of courses in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Quality of courses in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Access to laboratory facilities and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Quality of laboratories and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Access to computer facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Quality of computer facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Academic Advising from your major advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Academic Advising from the University Advising Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Career information from your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Availability of General Education courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Quality of General Education courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. The overall quality of your education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Your overall experience at Chico State	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Program Outcomes Questions

Based on your educational experience here at Chico State, how well prepared are you to...

	Very Unprepared				Very Prepared
31. Apply knowledge of math, science, engineering, or technology to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Design and conduct experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Analyze and interpret experimental data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Design a component or system to meet desired needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Function in a multidisciplinary team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Identify, formulate and solve technical problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Communicate technical matters in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Communicate technical matters orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Understand and apply professional and ethical principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Understand contemporary issues facing society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Use modern tools and technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Appreciate impact of your solutions on society and environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Continue learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree				Strongly Agree
44. I would recommend my major program at CSU, Chico to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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45. How satisfied are you with the department support you received while enrolled at Chico State?

- Very dissatisfied
- Somewhat dissatisfied
- Neutral
- Somewhat satisfied
- Very satisfied

46. How often did you meet with someone in the University Advising Office?

- More than once a semester
- Once a semester
- Once a year
- Less than once a year
- Never

47. How often did you meet with your major (departmental) advisor?

- More than once a semester
- Once a semester
- Once a year
- Less than once a year
- Never

48. How has the quality of your educational experience varied over the time period you were enrolled at Chico State?

- Quality improved significantly
- Quality improved somewhat
- Quality stayed fairly consistent
- Quality declined somewhat
- Quality decline considerably

49. Permanent e-mail Address (so we can keep in touch)

You Have 3500 Characters Remaining.

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APCG Supplemental Questions

1. Do you feel you are prepared to pursue a career in the Computer Graphics industry?
 - Very unprepared
 - Somewhat unprepared
 - Neutral
 - Somewhat prepared
 - Very prepared
2. Do you feel the APCG faculty stressed the importance of preparing a professional portfolio?
 - Yes
 - No
3. How well do you feel the APCG faculty did in preparing you for a career in the Computer Graphics industry?
 - Not at all
 - Minimally acceptable
 - Neutral
 - Acceptable
 - Exceptional
4. How do you feel about the overall instruction in the APCG Program?
 - Very dissatisfied
 - Somewhat dissatisfied
 - Neutral
 - Somewhat satisfied
 - Very satisfied
5. Do you feel the APCG Program helped you with career placement?
 - Yes
 - No
6. How satisfied are you with the APCG Program's support in obtaining an industrial internship?
 - Very dissatisfied
 - Somewhat dissatisfied
 - Neutral
 - Somewhat satisfied
 - Very satisfied
7. Did you have sufficient laboratory time to complete projects?
 - Yes
 - No

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