

Rebooting the Computer Art & Animation Program Assessment Process

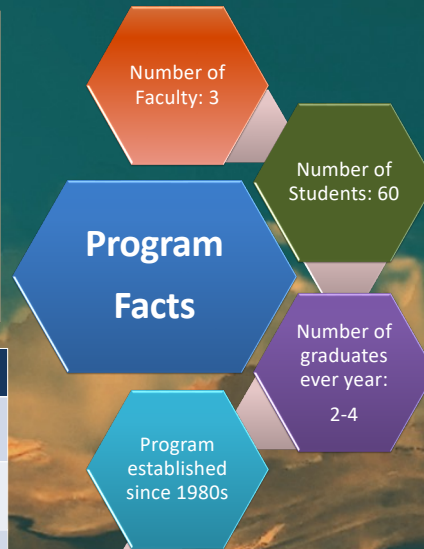
College of Visual & Performing Arts
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Introduction

The Computer Art & Animation program blends bold ideas with industry-ready skills, but assessment needs a reset. With faculty transitions, formal review paused, curriculum maps are outdated, and no midpoint check-in exists. In 2025, we're launching an equity-minded, practical plan to update maps, add mid-program reviews, and ensure inclusive, career-focused outcomes.

Student Learning Outcomes (SLOs)

SLO1	Technical Skills: Demonstrate a subset of technical skills in Computer Art and Animation
SLO2	Conceptual Skills: Demonstrate a broad set of conceptual skills in Computer Art and Animation sub-disciplines
SLO3	Critical Thinking: Articulate thoughts and concepts clearly and effectively through Computer Art and Animation projects
SLO4	Integration of Skills: Conceptualize and realize computer art and animation projects/artworks
SLO5	Collaboration Skills: Realize projects in computer art and animation as part of creative teams



Assessment Methods

- **Direct Review:** Faculty + industry jurors score capstone films and interactive prototypes each spring using a shared rubric (concept, technique, storytelling, professionalism).
- **Mid-Program Review:** Student portfolio review at the end of sophomore year, evaluated against updated curriculum maps to identify gaps and guide mentoring.

Successful Strategies

- Portfolio reviews: Semester updates track student growth, identify skill gaps early, and support a smoother capstone development process.
- Industry critiques: Guest professionals offer real-world feedback, set industry benchmarks, and provide valuable networking opportunities.
- Micro-skills workshops: Focused sessions on tools like Houdini, Unreal, and AI help students stay current and apply new skills right away.

Exit Interview

- Reflective self-assessment: Student articulates growth in artistic voice, technical skills, and achievement of program learning outcomes.
- Career readiness: Review of portfolio, internship experience, and concrete post-graduation plans (industry, freelance, graduate study).
- Program feedback: Constructive input on curriculum, resources, inclusivity, and areas for improvement to inform future revisions.

Capstone

- Concept & storytelling: Original idea, clear narrative or experiential goal, and well-researched artistic context.
- Technical execution: Professional-level mastery of animation/gaming tools, sound integration, and adherence to production pipeline standards.
- Presentation & defense: Polished final deliverable, comprehensive documentation and articulate defense during public critique.

Action Plans

- Hold the first Sophomore Review in May. Establish a Sophomore Review process.
- Review CAR learning outcomes, incorporate findings from the NASAD self-study.
- Update the curriculum map to reflect recent revisions, add measures to learning outcome - at least two for every outcome.
- Update the four-year assessment plan.
- Design an exit survey.
- Create program-level rubrics, if necessary.
- Develop an alumni survey, if necessary.

Implications

Curriculum Map

Rating: * = introduced; ** = practiced; *** = reinforced

Program Outcome	CAR 101-241	CAR 300	CAR 301	CAR 320	CAR 330	CAR 341	CAR 401	CAR 402	CAR 430	CAR 431	CAR 432	CAR 501	CAR 502	CAR 530
Technical Skills – Demonstrate a subset of technical skills in Computer Art and Animation.	*	*	**	**	**	**	**	**	***	***	***	**	**	*
Conceptual Skills – Demonstrate a broad set of conceptual skills in Computer Art and Animation sub-disciplines.	*	*	**	**	**	**	**	**	***	***	***	**	**	*
Critical Thinking – Articulate thoughts and concepts clearly and effectively through computer art and animation projects.	*	*	**	**	**	**	**	**	***	***	***	**	**	*
Integration of Skills – Conceptualize and realize computer art and animation projects/artworks.	*	*	**	**	**	**	**	**	***	***	***	**	**	*
Collaboration Skills – Realize projects in computer art and animation as part of creative teams.	*	*	**	**	**	**	***	***				***	***	*

