2012-2013 Assessment Snapshot for Virtual Technology & Design - B.S.

Learning Outcomes 2012-2013 Snapshot (read only) 2013-14 Current Cycle 2014-15 Next Cycle

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Learning Outcome (s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Ability to express design concepts using oral, written and other media forms as well as through the use of technology.	**Direct Measure** 1. Review second year portfolios (for admission into 3rd year design studio) and at the end of the junior year design studios and the senior capstone studios. 2. Assess communication skills from sophomore through senior design studios through preliminary and final project presentations. 3. Assess other media, such as journals, sketch books and web presence, used to document and convey information. **Indirect Measure** Peer, external critics and clients assessment through presentation, project and course evaluations. **Student Interviews** Exit discussion with graduating seniors.	**Direct Benchmarks** 1a. First and second year student portfolios must demonstrate appropriate communication skills at a grade level of B or higher for at least 80% of submissions. 1b. Junior and senior year student portfolios must demonstrate refined communication skills at a grade level of B or higher for at least 80% of submissions. 2. Sophomore through senior design studio project presentations must demonstrate increasingly refined documentation and conveyance skills at a grade level of B or higher for 80% of students. 3. Effectiveness of other media used in production, seminar and design studio classes must demonstrate competence levels of a grade of B or higher for 80% of students. **Indirect Benchmarks** Indirect Benchmarks Junior and senior design studio students indicate that at least 80% of their peers have demonstrated appropriate communication skills at a grade level of B or above. Focus Benchmarks At least 80% of seniors demonstrate a proficiency in articulating the comprehensive communication skills they have acquired and that are required as part of professional practice.	**Direct Findings** 1. 1st year portfolio scores for students accepted into the 2nd year design studio continue to demonstrated appropriate communications skills at appropriate grade levels. Portfolios submitted by second year students demonstrated appropriate communication skills. Portfolios submitted by 3rd and 4th year students demonstrated appropriate communication skills. The quality of the portfolios across the student body could be improved. The College has held numerous portfolio workshops, it appears that additional VTD portfolio workshops are required. 2. Design concepts expressed through project presentations, with respect to oral and media skills continue to show acceptable refinement as the students matriculate from the freshman year to the senior year. 80+% demonstrated effective use of communication digital, analog and virtual tools to connect themselves to projects and exchange information with others. **Indirect Findings** Using our Presentation Review forms, external and visiting critics provided articulate feedback on student presentations in the design studio. 80+% of the 1st year design students met or exceeded presentation expectations. The 2nd, 3rd and 4th year design studio review forms were unavailable for assessment. **Face-to-Face Findings** Regarding communication skills, at least a base knowledge of communication skills has been learned.	Student Interviews Additional open ended questions regarding the students' experience in the VTD program. The questions are to be delivered via a web service such as Web Monkey. Add more portfolio workshops in conjunction with the IDEA student group - Continue to review our technical and design studio outcomes so they are in sync. - Continue to provide access to faculty development opportunities. - Continue to work with external clients and alumni.

Students believe that VTD has done a good job with the University established learning outcomes. VTD students felt that the communications skills have challenged them to think outside the box in an effort to make project information accessible to all constituents.

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Synthesize information through design processes and methodologies and apply knowledge to virtual environmental problems that lead to appropriate solutions.	**Direct Measure** 1. Review second year portfolios (for admission into 3rd year design studio) and at the end of the junior year design studios and the senior capstone studios. 2. Assess ability to problem solve throughout the design process from sophomore through senior design studios through preliminary and final project presentations. **Indirect Measure** 1. Peer, external critics and clients assessment through presentation, project and course evaluations. 2. Assess ability to problem solve throughout the design process from sophomore through senior design studios through desk critiques. **Student Interviews** Exit discussion with graduating seniors.	**Direct Benchmarks** 1a. Second year student portfolios must demonstrate problem solving skills within the context of a formal design process at a grade level of B or higher for at least 80% of submitted portfolios and design projects. 1b. Junior and senior year student portfolios must demonstrate problem solving skills across an increasingly complex set of problem domains at a grade level of B or higher for at least 80% of submissions. 2. Sophomore through senior design studio project presentations must demonstrate critical thinking and problem solving skills at all levels of the design process at a grade level of B or higher for 80% of students. **Indirect Benchmarks** 1. Junior and senior design studio students indicate that at least 80% of their peers have demonstrated appropriate critical thinking and design skills at a grade level of B or above. 2. External critics and/or Clients provide feedback from their perspective regarding the appropriateness of student efforts from concept to solution. Focus Benchmarks At least 80% of seniors demonstrate a proficiency in articulating the importance of design process as part of professional practice. 3. Comments on the student course evaluations indicate student comprehension of the value of the design process and methodologies.	**Direct Findings** Second year students do demonstrate appropriate skills in problem solving (above the 80% threshold), we are starting to see more process than product in the portfolios. 80+% of 2nd year students meet or exceed expectations with respect to the design process of a design studio projects. 80+% of juniors continue to demonstrate their ability to synthesize information during the design process through their project presentations. Seniors routinely demonstrate the ability to synthesis information during the design process and their presentations emphasize process over product. **Indirect Findings** Peer evaluations, using our VTD Team Project Peer Review form, indicate that the sophomore have met or exceeded expectations with respect to the design process and methodologies at the 80% benchmark. Owing to our project formats that include external clients and reviews our students: Continue to work with external clients including: -Faculty in Spokane Falls Community College – Drama Department -Faculty in UI History Department -Faculty in UI Psychology Department -Faculty in UI Biological and Agricultural Engineering Department -Regional educational gaming company -Local law enforcement and business law professionals We have placed interns and graduates in a regional alternative reality company **Face-to-Face Findings**	Student Interviews Additional open ended questions regarding the students' experience in the VTD program. The questions are to be delivered via a web service such as Web Monkey. -Continue to review our technical and design studio outcomes so they are in sync. -Continue to provide access to faculty development opportunities. -Continue to work with external clients and alumni.

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Demonstrate critical thinking skills when drawing upon multiple disciplines to engage in a diversity of ideas and thoughtful inquiry to solve problems and imagine futures.	**Direct Measure** 1. Review portfolios at the end of the junior year design studios and the senior capstone studios. 2. Review client-based design project development and solutions at the junior and senior studio levels. 3. Assess content of other media, such as journals, sketch books and web presence, used to convey insight and inquiry into problem domains. **Indirect Measure** Peer, external critics and clients assessment through presentation, project and course evaluations. **Student Interviews** Exit discussion with graduating seniors.	**Direct Benchmarks** 1. Junior and senior year student portfolios must demonstrate the impact of dialogs that engage outside consultants or clients on interdisciplinary studio projects at a grade level of B or higher for at least 80% of submissions. 2. Junior and senior design studios project presentations must demonstrate increasingly refined inquiries and solutions to interdisciplinary issues at a grade level of B or higher for 80% of students. 3. Introduction to VTD, seminar and design studio classes must demonstrate appropriate levels of thoughtful inquiry into interdisciplinary issues at a grade of B or higher for 80% of students. **Indirect Benchmarks** Junior and senior design studio students indicate that at least 80% of their peers have demonstrated an ability to comprehend and articulate multi-discipline and global issues associated with the virtual design profession at a grade level of B or above. Comments on the student course evaluations indicate student embracing the challenges and values of critical thinking. Focus Benchmarks At least 80% of seniors demonstrate a proficiency in articulating multi-discipline and global issues associated with the virtual design profession.	**Direct Findings** All of 4th year design projects and 50% of the 3rd year design projects involved an outside client that represent “real-world” projects. Project submissions at project stages indicate skills levels well above the 80% target. From our presentation review forms and focus group comments our 3rd and 4th year teams demonstrated quality solutions to interdisciplinary problems. **Indirect Findings** Design students consistently respond to “real” projects and clients with increased commitment and energy. The Interdisciplinary activities within the curriculum are working at a grade level of 80+% for students. Students are encouraged and frequently bring in ideas and representatives from other disciplines to participate in design studio projects. **Face-to-Face Findings** From the individual and informal exit interviews we learn that VTD students are very comfortable with collaboration and teamwork. As sophomores they began working in groups and teams and this skill was helpful to learn early in the program. It was nice that structure was specific early on and there was more flexibility as they progressed in the curriculum (learned to manage own deadlines). They learned early on to work in groups and to not be too connected to their own design. They also learned to communicate through group projects for stakeholders. They learned to listen and not hold on too much to their own idea. They learned to be open to the creative process. With VTD, the process is	Continue to select future projects at the junior and senior level that engage a diverse cross-section of disciplines including but not limited to the college, university, local community, state and region. Continue to invite representatives from diverse disciplines to participate as clients and guest reviewers. During the past school year we have worked with external constituents including: • Idaho National Laboratory • Department of History • Department of Mechanical Engineering • NIATT • CS Consulting, a risk management consulting firm, Boise Idaho • Spokane Falls Community College – Drama Department - Continue to review our technical and design studio outcomes so they are in sync. - Continue to provide access to faculty development opportunities. - Continue to work with external clients and alumni.

stressed over the end product. VTD students get exposed to many different personalities. It is nice to have these skills. They are better prepared for real life.

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Attitude and ability to contribute as members of multi-disciplinary teams.	**Direct Measure** 1. Review portfolios at the end of the junior year design studios and the senior capstone studios. 2. Assess team members throughout the design process from junior and senior design studios through preliminary and final project presentations. **Indirect Measure** 1. Peer, external critics and clients assessment through presentation, project and course evaluations. 2. Assess team members throughout the design process from junior and senior design studios and production classes through desk critiques. **Student Interviews** Exit discussion with graduating seniors.	**Direct Benchmarks** 1. Junior and senior year student portfolios must demonstrate the impact of team projects through the breadth and depth of project inquiry at a grade level of B or higher for at least 80% of submissions. 2. Junior through senior design studios projects that are team driven must demonstrate the methods and group dynamics employed to solve problems at a grade level of B or higher for 80% of students. **Indirect Benchmarks** Junior and senior design studio students indicate that at least 80% of their peers have demonstrated an ability to successfully contribute as members of design teams at a grade level of B or above. Focus Benchmarks At least 80% of seniors demonstrate a proficiency in articulating the skill sets and values associated with successful teamwork.	**Direct Findings** Project submissions meet and exceed the expected 80% benchmark on achieving a grade of B or higher. **Indirect Findings** Each project typically engages multiple disciplines (concept development, storyboarding, modeling, animation, scripting, etc) in the final solution. Each team member is expected to take a leadership role for one of the disciplines. While the review form does not articulate this specifically, the open comments often refer to these qualities. Junior and senior projects met or exceeded the targeted grade level of B or higher on 80+% of the projects. **Face-to-Face Findings**	-Continue to review our technical and design studio outcomes so they are in sync. -Continue to provide access to faculty development opportunities. -Continue to work with external clients and alumni.

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Understand how the instruments of human interaction, production and consumption are being reconfigured by the evolution of virtual technologies.	**Direct Measure** 1. Assess ability to understand the impact of technological evolution on human interaction for junior and senior design studios through desk critiques, preliminary and final project presentations. 2. Review content of other media, such as journals, sketch books and web presence, used to convey insights into the impact of new technologies on human interaction, production and consumption. Focus Discussion: Exit discussion with graduating seniors. Indirect Measure: Self and peer assessment through project and course evaluations. **Indirect Measure** Peer, external critics and clients assessment through presentation, project and course evaluations. **Student Interviews** Exit discussion with graduating seniors.	**Direct Benchmarks** 1. Junior and senior design studio projects must elicit increasingly refined responses to human interface issues at a grade level of B or higher for 80% of students. 2. Introduction to VTD, seminar and design studio classes must demonstrate appropriate levels of thoughtful inquiry into human interaction issues at a grade of B or higher for 80% of students. **Indirect Benchmarks** Junior and senior design studio students indicate that at least 80% of their peers have demonstrated an ability to comprehend the issues associated with human interactions with technology at a grade level of B or above. Focus Benchmarks At least 80% of seniors demonstrate a proficiency in articulating the human factor issues associated with the evolution of technologies.	**Direct Findings** Students frequently use a wide variety of digital means to communicate with faculty and peers for technical and design courses. The digital means include but are not limited to: Augmented Reality, multi-user, real-time, interactive virtual environments including Second Life, Unity 3D (game engine), Flash, animations and still images generated from 3D digital modeling tools. The Introduction to VTD class explores the virtual realm for the first time through Second Life with project results clearly indicating that students understand the impacts of virtual worlds. All of the projects in the 3rd and 4th year design studios use virtual or augmented environments as a part of their design solution exploration. These projects are frequently addressing the impacts of the virtual realm through projects that are related to ongoing faculty research. Target benchmarks of project grades of B or greater are being met 80% of the time. **Indirect Findings** **Face-to-Face Findings**	-Continue to review our technical and design studio outcomes so they are in sync. -Continue to provide access to faculty development opportunities. -Continue to work with external clients and alumni.

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Ability to integrate both the art and science of virtual design, with existing and developing computer technologies.	**Direct Measure** 1. Review second year portfolios (for admission into 3rd year design studio) and at the end of the junior year design studios and the senior capstone studios. 2. Assess ability to integrate appropriate tool skills throughout the design process from sophomore through senior design studios through preliminary and final project presentations. **Indirect Measure** Peer, external critics and clients assessment through presentation, project and course evaluations. **Student Interviews** Exit discussion with graduating seniors.	**Direct Benchmarks** 1a. Second year student portfolios must demonstrate the application of appropriate tool skills to solve problems and arrive at solutions at a grade level of B or higher for at least 80% of submissions. 1b. Junior and senior year student portfolios must demonstrate the application of refined tool skills across a wide spectrum of problem domains at a grade level of B or higher for at least 80% of submissions. 2. Sophomore through senior design studio project presentations must demonstrate increasingly refined skills in integrating appropriate technical tools into all levels of the design process at a grade level of B or higher for 80% of students. **Indirect Benchmarks** Junior and senior design studio students indicate that at least 80% of their peers have demonstrated appropriate technical tool skills at a grade level of B or above. Focus Benchmarks At least 80% of seniors demonstrate a proficiency in articulating the comprehensive tool skills they have acquired and how they are required as part of professional practice.	**Direct Findings** Review of the second year portfolios shows a strong understanding of the skills necessary to successfully complete the junior and senior design studios. The sophomore portfolios meet or exceed the target goal of a B or better grade in 80% of the submissions. 80+% of the projects in the junior and senior design studio utilize virtual or augmented environments in the final solution. The final solution submissions for these projects indicated that the students are able to draw on existing skills and individually expand upon these skills to address final solutions. The target goals of a B grade (or better) have been met in 80% or more of the projects. Students frequently use a wide variety of digital means to communicate with faculty and peers for technical and design courses. **Indirect Findings** **Face-to-Face Findings** Through formal and informal exit interviews with graduating seniors, the seniors talk about receiving the skill sets to assist them in completing a project successfully. They also talk about the possibility of introducing more technical skill sets into the curriculum as well as establishing a mechanism to study new and emerging technologies and how they may apply to the VTD disciplines.	The VTD faculty continually use whiteboard sessions to ensure that the technology and design studios are in sync and evolving together. Furthermore we have implemented a Special Topics class to explore new and emerging technologies and their relevance and impact on the VTD disciplines. -Continue to review our technical and design studio outcomes so they are in sync. - Continue to provide access to faculty development opportunities. - Continue to work with external clients and alumni.

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Understand and appreciate how electronically mediated environments are increasingly impacting access to economic opportunities, public services, entertainment, culture and education.	**Direct Measure** 1. Assess ability to understand the impact of virtual environments on the daily lives of individuals for junior and senior design studios through desk critiques, preliminary and final project presentations. 2. Review content of other media, such as journals, sketch books and web presence, used to convey insights into the impact of virtual environments on daily life. **Indirect Measure** Self and peer assessment through project and course evaluations. **Student Interviews** Exit discussion with graduating seniors.	**Direct Benchmarks** 1. Junior and senior design studio projects must elicit increasingly refined responses to contextual issues associated with virtual environments at a grade level of B or higher for 80% of students. 2. Introduction to VTD, seminar and design studio classes must demonstrate appropriate levels of thoughtful inquiry into contextual issues associated with virtual environments at a grade of B or higher for 80% of students. **Indirect Benchmarks** Junior and senior design studio students indicate that at least 80% of their peers have demonstrated an ability to comprehend the potential issues associated with the evolution of electronically mediated environments at a grade level of B or above. Focus Benchmarks At least 80% of seniors demonstrate a proficiency in articulating the impact on daily life brought on by the rapid evolution of virtual environments.	**Direct Findings** Of the design projects that explored the use of virtual environments in the areas of entertainment, risk management simulation, training, education, engineering, scientific and theory visualization, the target benchmark of 80% obtaining a grade of B or greater was met or exceeded. Students frequently use a wide variety of digital means to communicate with faculty and peers for technical and design courses. **Indirect Findings** The clients and guest critics who filled out the Presentation Review forms for 1st year presentations have indicated that 90%+ of the teams have met or exceeded expectations in the area of “research, preparation and creativity” to achieve the goals and outcomes. This meets or exceeds the bench mark of 80%. **Face-to-Face Findings**	We are continuing to explore the use of electronically mediated environments as delivery methods for our design and technology classes. - Continue to review our technical and design studio outcomes so they are in sync. - Continue to provide access to faculty development opportunities. - Continue to work with external clients and alumni.

Evaluation Questions

Discuss your progress on the actions identified in your Assessment plan for 2011-12.	In what ways were the changes you made in 2011-12 effective in improving your program?
Through the use of our review mechanisms (project, portfolio and interviews), in-class feedback from the faculty and whiteboard sessions we continually adjust our program map – primarily in the first and second year design and technology classes. The map evolution is also influenced from the discussions with prospective employers and the clients who participate in our design studios. We assess three key areas. The first is what we are exploring in our technology classes and its relevance to the work force. The second is the design studio sequence and how it is addressing the key concepts of design language development, storytelling, the interactive virtual world and the comprehensive capstone approach. The third area is ensuring that our technical courses are addressing the technological needs of the design studio just prior to their use in the studio. In other words – explore the technological ideas both from a “how-to” and conceptual basis so that is can be incorporated into the student’s design process in the following semester.	Each year the VTD faculty participates in a whiteboard session to discuss the following: • Are the technical studios up to date and preparing our students with the skillsets to address their upcoming design studios and to pursue a successful professional career? • Are the design studio projects challenging the VTD students to address, communication, storytelling, creative problem solving and critical thinking? • Are we choosing the correct design studio problems relevant to the world in which they will be pursuing their professional careers? From the continual adjustments we are seeing the students having a better understanding of the diversity of career possibilities and how to prepare for these opportunities. Many of our students enter VTD with a vision of entering into the entertainment fields of animation and game design. By graduation we see our students pursuing positions in scientific and AEC visualization/virtualization, edutainment, virtual world building, technology resource management, education, web resource development, as well as in the entertainment fields of movie making and game design.

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