

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Animation	230	ANI 230 05/06/2021- Motion and Sound
College	Division	Department
Business and Computer Technologies	Business and Computer Technologies	Digital Media Arts (new)
Faculty Preparer		Kevin Bindschadler
Date of Last Filed Assessment Report		

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

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

No

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

3.

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

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Explain and apply physics and math for motion predictions for animation and plot outcomes.

- Assessment Plan
 - Assessment Tool: Written exam
 - Assessment Date: Fall 2020
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Answer sheet

- Standard of success to be used for this assessment: 75% of the students will score 75% or higher on the written exam.
- Who will score and analyze the data: Full and part-time faculty (not teaching the course) and/or professional animators from the industry.

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

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

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

# of students enrolled	# of students assessed
50	39

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

The number of enrolled students reported (50) differs from the number of students being assessed (39) because over all four classes in the sample size there was a total of 11 students who did not complete the assessment tool which in this case was the written final exam.

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

Ordinarily, ANI 230 is available to take during the day on campus in the Fall semester and online in a Distance Learning (DL) format to serve evening student or online-only student populations during the Winter semester. Unfortunately, the on-campus final exams for ANI 230 were administered via paper exams with only the total scores entered in manually into Blackboard so they do not provide as rich a data source as the final exams that were taken online directly via Blackboard with full question level data. As a result, there are no traditional on campus students included in assessing this outcome. However, Fall 2020 provided an opportunity to run ANI 230 in the Virtual Classroom (VC) format and I have elected to include that population in this assessment to provide the widest delivery sampling possible for this course assessment. For reference here are the course semesters and delivery formats included in this assessment:

- **Winter 2021** – Distance Learning
- **Fall 2020** – Virtual Classroom

- **Winter 2020** – Distance Learning
- **Winter 2019** – Distance Learning

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

ANI 230 is a course that focuses on sound design and video editing for 3D animators. It only makes sense to assess students' knowledge of audio and editing. The antiquated outcome "**Explain and apply physics and math for motion predictions for animation and plot outcomes**" makes little sense. I believe it must have referred to course content that presently shows up in a different animation course regarding 3D dynamic physics simulations. Updating this outcome is a goal but for the time being, since it references the word "motion," I will commandeer it to measure editing skills.

The standard of success to be used for this assessment is **75% of the students will score 75% or higher on the written exam**. The ANI 230 final exam consists primarily of multiple-choice questions with some true/false questions and is administered via Blackboard. First, I will assess the written Blackboard final exam scores as a whole to see if this standard of success was met as written.

However, since this general measure will be too broad to give an accurate measure of the visual editing knowledge, then I will dive deeper than this general measure of success to focus in on the students' understanding specifically of editing. The final exams from these four semesters had a total pool of 38 different questions. I have identified 25 questions that test students' understanding of editing terminology, techniques, and tools. All the editing questions have been averaged for each of the four semesters. Additionally, all those totals have been averaged to get an overall understanding of student success in editing across all sampled semesters.

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

Met Standard of Success: Yes

For outcome 1, "**Explain and apply physics and math for motion predictions for animation and plot outcomes**," the standard of success for this assessment as written is **75% of the students will score 75% or higher on the written exam**. Each exam is scored out of a total of **33 points**, so any individual score above **24.75 points** qualifies as 75% or better. The table below represents the individual final exam scores for each semester:

Final Exam Scores (33 Point Total)			
Winter 2021	Fall 2020	Winter 2020	Winter 2019
28	26	27	27
32	25	29	26
30	32	33	26
28	30	31	30
33	28	30	25
29	29	28	31
32	25	33	6 out of 6
29	24	26	100%
31	20	8 out of 8	
30	7 out of 9	100%	
30	78%		
28			
21		Total Success:	36 out of 39
26		Total Percent:	92%
30			
26			
15 out of 16			75% or Above
94%			Below 75%

With **92%** of the students who took the written final exam from all 4 semesters scoring 75% or better the standard for success has been achieved overall. Additionally, this standard of success was also was achieved within each individually-sampled semester.

If we dig deeper to assess specifically the editing knowledge demonstrated by the all the sampled students, we can look at their responses to just the pool of 25 questions that test editing terminology, techniques, and tools. The overall average of the editing questions from the final exam for each semester are as follows:

Final Exam Editing Question Scores			
Winter 2021	Fall 2020	Winter 2020	Winter 2019
87.23%	79.71%	88.04%	82.61%
		Total Average	84%

While this has no bearing on the current standard of success as written, this is a more useful indication of how students are absorbing and reflecting back their knowledge of the editing concepts covered in ANI 230. It would appear that

students are doing a decent job of understanding the editing in the course but there is room for improvement too.

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

All individual semesters and their combined scores exceeded the standard of success for this outcome, and it is noteworthy that there are two semesters where 100% of the students met the general standard of success. Returning to a focus on just the editing questions on the exam, the average score across all sampled semesters of 84% seems to indicate a fair amount of understanding of editing terminology, techniques, and tools. Had this number reflected 100% understanding that might indicate a lack of challenging exam questions and had this average been closer to 75% it may have indicated the course may not be delivering the information in ways that most students were understanding.

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

Since the Fall 2020 Virtual Classroom delivery yielded a drastically lower success rate of 78% (versus 94%, 100%, and 100%), perhaps that delivery format could use some tweaking over the distance learning format. I did observe a higher incidence rate of the pandemic interfering with our students' ability to turn in projects during Fall 2020 than either Winter 2020 or Winter 2021 culminating in one student who was hospitalized for COVID and had her first baby in the same week toward the end of Fall 2020. But I don't want to hide behind the pandemic as an excuse or that the difference between the 94% success rate of Winter 2021 and the Fall 2020 success rate of 78% came down to one additional student falling below 75% on the final exam. Therefore, in the spirit of continuous improvement, I think the Virtual Classroom could be enhanced with a recurring student survey deployed to students throughout the semester to encourage grade awareness and offer a platform for discussing any life challenges that would impact academic performance.

Also, since the scores on the visual editing questions were 84% compared to 87% on the audio questions on the final exam, I would like to fit in another project opportunity for more complex editing. There is a project called "After Effects File" that presently asks students to block out the timing of what will eventually be their multi-pass character turntable videos. However, I have found this is often too abstract for students to really grasp without the footage for their character turntables already in hand. I propose replacing this project with a visual After Effects editing project with found or provided footage edited into a short commercial or Public Service Announcement. Without needing to create the footage, the students could focus exclusively on the editing and I believe get more out of the experience than the rough timing draft of the character turntable project.

Outcome 2: Apply the theory and philosophy of audio edit for animation.

- Assessment Plan
 - Assessment Tool: Final project
 - Assessment Date: Fall 2020
 - Course section(s)/other population: All
 - Number students to be assessed: 24 randomly selected students
 - How the assessment will be scored: Rubric
 - Standard of success to be used for this assessment: 70% of students will score 70% or higher on the final project.
 - Who will score and analyze the data: Full and part-time faculty (not teaching the course) and/or professional animators from the industry.

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

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

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

# of students enrolled	# of students assessed
51	41

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

The number of enrolled students reported (51) differs from the number of students being assessed (41) because over all four classes in the sample size there were a total of 10 students that did not complete the assessment tool which in this case was the final project.

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

Ordinarily, ANI 230 is available to take during the day on campus in the Fall semester and online in a Distance Learning (DL) format to serve evening student or online only student populations during the Winter semester. Therefore, I have included both Distance Learning and face-to-face on campus to capture data on

these common modalities for the course. Fall 2020 provided an opportunity to run ANI 230 in the Virtual Classroom (VC) format and I have elected to include that population in this assessment to provide the widest delivery sampling possible for this course assessment. For reference here are the course semesters and delivery formats included in this assessment:

- **Winter 2021** – Distance Learning
- **Fall 2020** – Virtual Classroom
- **Winter 2020** – Distance Learning
- **Fall 2019** – Face-to-face on campus

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

ANI 230 is a course that focuses on sound design and video editing for 3D animators. It only makes sense to assess students' knowledge of audio and editing. The outcome "**Apply the theory and philosophy of audio edit for animation**" seems to target just the audio aspects of the final project so that is what I'll look at, but I'd like to eventually update the outcome to measure both the editing and audio in a project form.

The standard of success to be used for this assessment is **70% of students will score 70% or higher on the final project**. The final project rubric includes four criteria including titles, audio, editing, and effects. First, I will assess the final project as a whole to see if this if this standard of success was met as written.

However, since this general measure will be too broad to give an accurate measure of the audio knowledge, I then will dive deeper than this general measure of success to focus in on the student's understanding specifically of sound design. To do this I will focus exclusively on the "audio" contribution of the rubric for each student's final project. I will average the audio criteria within each of the four semesters and then average them all to get an overall understanding of student success in audio and sound design.

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

Met Standard of Success: Yes

For outcome 2, "**Apply the theory and philosophy of audio edit for animation,**" the standard of success to be used for this assessment is **70% of students will score 70% or higher on the final project**. The final project consists of a short

video with multiple shots edited together complete with sound, visual effects, and titles. The final project rubric breaks down the **20-point** score as follows:

- **Titles** = 20% = **4** points
- **Audio** = 25% = **5** points
- **Editing** = 30% = **6** points
- **Effects** = 25% = **5** points

The table below represents the overall individual final project scores for each semester:

Final Project Scores (20 Points Total)			
Winter 2021	Fall 2020	Winter 2020	Fall 2019
19.72	19.74	20	18.66
21	19.9	18.1	19.96
21	22	19.88	19.66
19.88	19.48	19.92	19.66
20	19.96	19.16	20
13.95	19.6	19.34	19.7
19.78	19.8	19.88	15.82
19.83	18.98	19.82	19.32
21	18.98	8 out of 8	18.9
19.56	9 out of 9	100%	9 out of 9
19.4	100%		100%
13.7			
21		Total Success:	39 out of 41
21		Total Percent:	95%
19.78			
13 out of 15			70% or Above
87%			Below 70%

With 95% of the students who submitted a final project from all four semesters scoring 70% or better, the written standard for success has definitely been achieved. Additionally, this standard of success was also achieved within each individually sampled semester.

But this general measure of success lumps together the audio performance with all the other rubric scores (titles, editing, and effects). This seems a bit at odds with the wording of outcome 2 which seems only to reference assessing the audio editing skills and not the visual editing skills. Logic would suggest an examination of just the audio only scores from the rubric. So, honoring the language of

outcome 2, I have pulled only the audio rubric criteria for the final project for each semester and as an averaged total as shown below:

Final Project Audio Rubric Scores			
Winter 2021	Fall 2020	Winter 2020	Winter 2019
99.07%	99.78%	100%	99.33%
		Total Average	99.54%

The 99.54% total average of the audio criteria scores from the final project rubric from all sampled students from all four semesters is incredibly high. While I believe in the value of measuring the audio in isolation, I don't believe the audio portion of the final exam is the best measure of ability in this area for ANI 230 but I will discuss this further in the Analysis by Outcome section.

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

All individual semesters and their combined scores exceeded the standard of success and it is noteworthy that there are three semesters where 100% of the students' final projects met the standard of success. Returning to a focus on just the audio portions of the rubric on the final project the average score across all sampled semesters of 99.54% would seem to indicate an incredibly impressive application of audio tools and techniques, but more on that in the analysis on areas of improvement below.

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

With the average audio-only rubric score on the final project sitting at 99.54% it would appear that there is essentially no room left for improvement in this area, but I believe that this is a case of an imperfect measurement tool rather than an unlikely random sample of four semesters of perfectly gifted audio prodigies. The audio portion of the rubric for the final project is too narrow to get a nuanced assessment of the students' audio skills. Instead, there is a project focused entirely on sound design called the "Rube Goldberg Soundtrack" that has a rubric that examines the audio more carefully with a total of 20 points dedicated to the evaluation of the balance of music to sound effects, timing of the sound effect relative to the visual actions taking place, and both the variety and quality of the sound effects. I propose measuring students' mastery of audio using this tool moving forward rather than the more visually editing emphasized final project.

Outcome 3: Define the terminology of Foley and soundscape development.

- Assessment Plan
 - Assessment Tool: Written exam
 - Assessment Date: Fall 2020
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Answer sheet
 - Standard of success to be used for this assessment: 75% of the students will score 75% or higher on the written exam.
 - Who will score and analyze the data: Full and part-time faculty (not teaching the course) and/or professional animators from the industry.

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

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

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

# of students enrolled	# of students assessed
50	39

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

The number of enrolled students reported (50) differs from the number of students being assessed (39) because over all four classes in the sample size there were a total of 11 students that did not complete the assessment tool which in this case was the written final exam.

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

Ordinarily, ANI 230 is available to take during the day on campus in the Fall semester and online in a Distance Learning (DL) format to serve evening student or online-only student populations during the Winter semester. Unfortunately, the on-campus final exams for ANI 230 were administered via paper exams with only the total scores entered in manually into Blackboard so they do not provide as rich a data source as the final exams that were taken online directly via Blackboard with full question level data so there are no traditional on campus students

included in assessing this outcome. However, Fall 2020 provided an opportunity to run ANI 230 in the Virtual Classroom (VC) format and I have elected to include that population in this assessment to provide the widest delivery sampling possible for this course assessment. For reference here are the course semesters and delivery formats included in this assessment:

- **Winter 2021** – Distance Learning
- **Fall 2020** – Virtual Classroom
- **Winter 2020** – Distance Learning
- **Winter 2019** – Distance Learning

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

ANI 230 is a course that focuses on sound design and video editing for 3D animators. It only makes sense to assess students' knowledge of audio and editing. The outcome "**Define the terminology of Foley and soundscape development**" puts undue emphasis on Foley sound which is only a fraction of the sound design concepts covered in the course. While updating the outcome is a goal, for the time being I will treat it as intending to measure all audio concepts.

The standard of success to be used for this assessment is **75% of the students will score 75% or higher on the written exam**. The ANI 230 final exam consists primarily of multiple-choice questions with some true/false questions and is administered via Blackboard. First, I will assess the written Blackboard final exam scores as a whole to see if this standard of success was met as written.

However, since this general measure will be too broad to give an accurate measure of the sound design knowledge, I then will dive deeper than this general measure of success to focus in on the student's understanding specifically of sound design. The final exams from these 4 semesters had a total pool of 38 different questions. I have identified 13 questions that test students' understanding of audio terminology, techniques, and tools. All the audio questions have been averaged for each of the four semesters. Additionally, all those totals have been averaged to get an overall understanding of student success in editing across all sampled semesters.

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

Met Standard of Success: Yes

For outcome 3, “**Define the terminology of Foley and soundscape development,**” the standard of success for this assessment as written is **75% of the students will score 75% or higher on the written exam.** Just as with outcome 1, each exam is scored out of a total of **33 points** so any individual score above **24.75 points** qualifies as 75% or better. The table below (identical to the one presented in outcome 1) represents the individual final exam scores for each semester:

Final Exam Scores (33 Point Total)			
Winter 2021	Fall 2020	Winter 2020	Winter 2019
28	26	27	27
32	25	29	26
30	32	33	26
28	30	31	30
33	28	30	25
29	29	28	31
32	25	33	6 out of 6
29	24	26	100%
31	20	8 out of 8	
30	7 out of 9	100%	
30	78%		
28			
21		Total Success:	36 out of 39
26		Total Percent:	92%
30			
26			
15 out of 16			75% or Above
94%			Below 75%

With **92%** of the students who took the written final exam from all four semesters scoring 75% or better the written standard for success has definitely been achieved. Additionally, this standard of success was also was achieved within each individually sampled semester.

If we dig deeper to assess specifically the audio knowledge demonstrated by the all the sampled students, we can look at their responses to just the pool of 13 questions that test sound design terminology, techniques, and tools. The overall average of the audio questions from the final exam for each semester are as follows:

Final Exam Audio Question Scores			
Winter 2021	Fall 2020	Winter 2020	Winter 2019
88.75%	82.22%	93.75%	85.00%
		Total Average	87%

While this has no bearing on the current standard of success as written, this is a more useful indication of how students are absorbing and reflecting back their knowledge of the audio concepts covered in ANI 230.

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

All individual semesters and their combined scores exceeded the standard of success and it is noteworthy that there are two semesters where 100% of the students met the standard of success. Returning to a focus on just the audio questions on the exam the average score across all sampled semesters of 87% seems to indicate a good amount of understanding of audio terminology, techniques, and tools. This is a 3% higher average than just the editing questions and suggests even greater understanding of the audio knowledge than visual editing knowledge. As before, had this number reflected 100% understanding that might indicate a lack of challenging exam questions and had this average been closer to 75%, it may have indicated the instructor may not be delivering the information in ways that most students were understanding.

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

As with outcome 1, since the Fall 2020 Virtual Classroom delivery yielded a drastically lower success rate of 78% (versus 94%, 100%, and 100%), perhaps that delivery format could be enhanced with a recurring student survey deployed to students throughout the semester to encourage grade awareness and offer a platform for discussing any life challenges that would impact academic performance.

III. Course Summary and Intended Changes Based on Assessment Results

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

Unfortunately, there was no previous report for ANI 230 so there are no changes to discuss here.

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

Overall ANI 230 really appears to be meeting the needs of the students by equipping the majority with the audio and editing skills that will empower them to perform those roles in smaller studios or both appropriately format their animation work and communicate successfully with audio and editing professionals in larger studios. The biggest surprise in the assessment process was finding out how disconnected the antiquated language of the course outcomes and objectives for ANI 230 were from the actual course.

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

All the information and action plans from this assessment of ANI 230 will be made available to the other full-time 3D Animation faculty via email by the first department meeting of the Fall 2021 semester. Other departmental faculty will be invited to review this information, if interested, at the first department meeting of the Fall 2021 semester.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	<p>I propose replacing the existing three outcomes with the following four outcomes:</p> <p>Outcome 1: Demonstrate understanding of visual editing terminology, techniques, and tools.</p> <p>Outcome 2:</p>	<p>The existing outcomes are outdated and even reflect portions of the course that have been moved to another animation course.</p>	2021

	<p>Demonstrate understanding of audio editing terminology, techniques, and tools.</p> <p>Outcome 3:</p> <p>Apply the theory of visual editing workflows and tools.</p> <p>Outcome 4:</p> <p>Apply the theory of audio editing workflows and tools.</p>		
Assessment Tool	<p>I propose replacing the existing assessment tools with the following four tools:</p> <p>Outcome 1: Demonstrate understanding of visual editing terminology, techniques, and tools.</p> <p>Outcome-related written exam questions</p> <p>Outcome 2: Demonstrate understanding of</p>	<p>These new assessment sources best match the newly worded outcomes. Moreover, the existing Rube Goldberg Soundtrack project which henceforth shall be more generically renamed Soundtrack Project allows for a more granular analysis of student's audio skills than the Final Project does.</p>	2021

	<p>audio editing terminology, techniques, and tools.</p> <p>Outcome-related written exam questions</p> <p>Outcome 3: Apply the theory of visual editing workflows and tools.</p> <p>Final Project</p> <p>Outcome 4: Apply the theory of audio editing workflows and tools.</p> <p>Soundtrack Project</p>		
Objectives	<p>Remove the current course objectives 1 – 6. Repword some of the existing objectives and add additional objectives that cover the visual editing covered in ANI 230. The new objective list should read as follows:</p> <ol style="list-style-type: none"> 1. Deduce the most appropriate editing software depending on the parameters of the project. 2. Organize and load footage for visual editing. 	<p>The pre-existing objectives 1 – 6 need removing because they apply to content that has removed from ANI 230 and moved to another animation course. Visual editing is just as important to the course as audio editing and so additional objectives were needed to convey visual editing objectives. Finally, several redundant audio objectives have been condensed, some have been</p>	2021

	<p>3. Structure a visual edit for maximum clarity and impact.</p> <p>4. Experiment with and layer on titles and visual effects into the visual edit.</p> <p>5. Combine content from various specialized software packages into a single final output.</p> <p>6. Balance various synchronous audio sources such as music and sound effects harmoniously.</p> <p>7. Demonstrate software skills to import, edit, and output audio.</p> <p>8. Articulate the theory, terminology, and philosophy of audio editing.</p> <p>9. Convey emotion through audio effects, voice, and music.</p> <p>10. Manage real-world challenges in capturing original audio sound effects.</p> <p>11. Align the timing of audio elements</p>	<p>reworded, and others added to most fully reflect the content of ANI 230.</p>	
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	<p>with corresponding visual action.</p> <p>12. Discern when to leverage destructive versus non-destructive sound design workflows.</p> <p>13. Understand the history of sound in film including Foley sound.</p>		
Course Assignments	<p>I propose replacing the After Effects File project with a visual After Effects editing project with found or provided footage to edit into a short commercial or Public Service Announcement.</p>	<p>The current After Effects File project asks students to block out the timing of what will eventually be their multi-pass character turntable videos but without footage to work with this is often too abstract for students to really grasp. Swapping this project for another editing project with existing footage I believe will provide students with a more valuable editing experience.</p>	2021
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	<p>Develop and deploy a recurring student survey asking students to check their current grades and communicate if they are experiencing any challenges that would impact</p>	<p>This recurring student survey deployed to students throughout the semester could encourage grade awareness and offer a platform for discussing any life challenges that would impact</p>	2021

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

No

III. Attached Files

[ANI 230 Assessment Data](#)

Faculty/Preparer: Kevin Bindschadler **Date:** 07/28/2021
Department Chair: Jason Withrow **Date:** 07/30/2021
Dean: Eva Samulski **Date:** 07/30/2021
Assessment Committee Chair: Shawn Deron **Date:** 10/28/2021