Rubrics to Curriculum Map: Assessment Tools Inform ACM Curriculum Plans

Introduction

Animation is one of the three degree tracks in ACM Department. It has 2 full time faculty positions and about 30 majors. To assess the learning outcomes in this track, students in the capstone course ACM 420 were assessed through a collaborative film project. The ACM faculty at the time evaluated student projects using a rubric that assesses students’ ability to time writing and composing, professional skills in animation, professional skills in Cinematics, and professional skills in Facilities. It was observed that students were meeting expectations in 3 out of 4 areas. The area of concern is 3. History and Aesthetics. The administration of the college was brought into the discussion, requests were presented and actions taken.

ACM Department Facts

- Faculty: 7 full time faculty (2 animation faculty)
- Students: 150 declared majors (40 Animation Track)
- Year Established: 2004
- Joined A&H in 2010
- 39 courses in 3 tracks
- ACM 420 in 2010
- 54% of the students evaluated did not meet expectations in filmic writing and storytelling, professional skills in animation, professional skills in Cinematics.

ACM SLO’s

- 1. Critical Thinking
- 2. Writing
- 3. History and Aesthetics
- 4. Professional Skills and Creativity
- 5. Ethics and Responsibility

ACM 420 Film Project

Students in 420 work collaboratively over the semester to conceive, plan, and execute an animated film. They choose subject matter, create character designs, storyboard, animate and edit their film while assuming production roles. All students are required to animate an equal percentage of the film. Milestones are established and monitored by the instructor who acts as a facilitator.

ACM 420 Rubric

The ACM 420 rubric results were analyzed by the 2 animation faculty. The entire departmental faculty discussed ideas for improvements and recommendations were formulated.

ACM Assessment Committee Actions

1. The ACM 420 rubric results were analyzed by the 2 animation faculty
2. The entire departmental faculty discussed ideas for improvements and recommendations were formulated
3. The administration of the college was brought into the discussion, requests were presented and actions taken
4. The VCAA’s office and facilities planning board were engaged, possibilities were discussed and an eventual solution presented.

Outcomes

Animation Computer Lab:

Keller 204 was designated as an intermediate solution. Existing computer resources were supplemented to create a lab with twenty 27” Imac Computers and one instructor workstation. Each computer is outfitted with a Wacom Cintiq tablet monitor. The instructor can draw on a portable animation board for a digital interface while simultaneously mirroring the demonstration on a 50” high-panel monitor.

Curriculum Map:

Discussions are ongoing regarding changes to the Animation Track requirements. Simultaneous discussions have taken place regarding Digital Cinema track requirements and course flow. Discussions have included the Mānoa Academic Counseling (MAC) center.

Conclusions

Lessons Learned:

Data drives Discussion. Faculty discussions need to be inclusive outside the department and the college.

Going Forward:

Discussions will continue in the ACM Curriculum Committee until a revision of the map is formed and approved. More data will be required to monitor changes made.

Key Strategies:

- Revisions to the collaborative faculty development model for external stakeholders and
- Use of previously collected data.

ACM Animation Curriculum Flow

ACM 200 Level Skills-based Curriculum
- ACM 215 3D Modeling
- ACM 216 Animation Principles

ACM 300 Level Advanced Skills
- ACM 316 3D Character Animation
- ACM 317 3D Cinematics
- ACM 318 Classical 2D Animation
- ACM 320 Animation Filmmaking
- ACM 325 Visual Effects

ACM 400 Level Capstone Courses
- ACM 420 Collaborative Animation Filmmaking
- ACM 399/499 Independent Projects
- ACM 495 Internship

ACM 420 Rubric Results - Fall 2014

rubric_test.png

Examination Curriculum Map:

Possible increase in number of credits
Expanding the intensity of focus
Increasing the length of time in program

Lessons Learned:

- Collaboration is key.
- Data driven decision making is critical.
- Faculty development is a continuous process.
- More data is required to monitor changes made.

Key Strategies:

- Revisions to collaborative faculty development model for external stakeholders and
- Use of previously collected data.

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