

## **Instructional Comprehensive Program Review: New Media Arts**

2013-2016

### **College Mission Statement**

Kapi'olani Community College provides students from Hawai'i's diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and commitment to engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures.

### **Vision Statement:**

Kapi'olani Community College is a leading indigenous serving institution whose graduates strengthen the social, economic and sustainable advancement of Hawai'i's diverse communities in an evolving global community.

### **Values Statement:**

Kapi'olani Community College enacts the following values:

**Kūpono:** Practicing honesty and integrity with clarity in all relationships.

**Kuleana:** Sharing a common responsibility to support the future of our students, college, community, land, and sea.

**Kūloa'a:** Ensuring that the needs of our students are met with support and service.

**Kūlia:** Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.

### **Program Mission Statement:**

The New Media Arts (NMA) program seeks to prepare students for employment in the fields of animation and interface design including web design and the converging industries that require advanced skills in digital multimedia design and production. NMA offers an Associate in Science (AS) degree in two specializations: animation and interface design.

## **Part I: Executive Summary of CPR and Response to previous program review recommendations**

NMA achieved all strategies and action plan items for the previous three-year program review and the previous program review recommendations. These include: seeking funding for major upgrades to the labs to assist in achieving standards, maintaining the NMA website, gathering data from graduates to help track employment and student success after completion of their degree, hosting the annual Demo Reel and Design Portfolio Graduation event, give presentations at high school career fairs and professional conferences, and helping to resolve staffing challenges.

The NMA program has continued to have near capacity enrollment and graduation in the last three years. The large percentage of graduates who found employment in the digital media industry in those years reflects the success the NMA program has had in aligning its goals to those set by local industry, strategic plans, long-range development plans, and national accrediting bodies.

Other notable placements of students are internships and student employment. In 2016 we have one student collaborating with the UH John A Burns School of Medicine, Department of Anatomy, and the Department of Kinesiology and Rehabilitation Science in the College of Education at UH Manoa. They are

working together on 3D and VR educational resources.

There are also two student employees working with CELTT at KCC to help create animated educational resources for KCC faculty.

To further strengthen the program NMA has added a compositing class, a motion graphics class for animators, and returned the lighting and rendering class to the animation curriculum. These changes will better prepare graduates to be successful transferees to the UHWO Creative Media degree program as well as attain additional skills for job placement. To stay current with local and global digital media industry, NMA has added Nuke compositing software to its library of applications.

The NMA website is going through a redesign this year under a sabbatical that was awarded to Associate Professor Chris Gargiulo.

Over the past three years, NMA ARPD's have indicated that the NMA program has been healthy for two years and cautionary for one year. The cautionary Health grade is reflective of the Unhealthy grading for the Demand Indicators. This is an inaccurate picture of the job market. The inaccuracy arises when the data is derived from only one CIP code. The data we have collected from graduates indicate that far more students obtained jobs than the 2 available positions listed in the ARPD data.

Challenges to the NMA program include:

- Ongoing curricular revision and updates to match rapidly changing industry standards.
- Securing external funding for hi-end computer hardware and software that matches industry standards.
- Hiring & maintaining qualified full-time faculty and lecturers.

NMA faculty continue to reflect upon all indicators and conduct a wide range of program improvement strategies to ensure that all future goals and benchmarks are met, including program and course level assessment committees and meetings, monthly program meetings, curriculum sub-committees, student organizations, and NMA Advisory Board meetings.

## Part II: Program Description

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### History

The New Media Arts program first began in 1997 and now offers an Associate in Science (AS) degree in two specializations: animation and interface design. The NMA program is unique in being the only Career and Technical Education (CTE) program currently residing with the Arts & Humanities (A&H) department, which is one of four academic units, or clusters, residing under Arts & Sciences (A&S).

In 2009, NMA began its first year of NMA Student Learning Objectives (SLO) assessment. Five NMA program SLO's were drafted, approved, assessed, and reported (see the *Program Learning Outcomes* section below and Appendix C for details). From 2009-2015, NMA annually assessed its program level - SLO's and utilized the assessment cycles to reflect upon and make program level revisions and curricular improvements.

In the fall of 2010, the NMA coordinator responsibilities were limited to no longer include extensive grant writing and exclusive interfacing with private companies and local public schools. These responsibilities were identified and designated to be shared with the Academic Dean of Arts & Science, the NMA internship coordinator, and the NMA academic counselor respectively.

In the spring of 2010, the need to hire an additional full-time NMA interface design faculty member was aligned with KapCC 2008-2015 strategic plan (Outcome E), KapCC Arts and Sciences Tactical Plan 2009-2012 (Performance Measure 5, Strategy 7), and NMA Tactical Plan 2010-2013 (IV-C-4). These efforts led to specific resource language being included within the KapCC Arts & Humanities 2010-2013 Tactical Plan (AH Objective E1.3.)

In 2011, a combined NMA curriculum sub-committee met to revise the NMA AS degree curricula, which led to both the animation and interface design specializations, and implementing a new studio-based learning (SBL) model to better align with program SLOs, industry standards, and workplace expectations with the addition of two new courses:

- ART 285 Interface Design Studio ART
- 284 Animation Studio

With the addition of ART 285 Interface Design Studio, the Interface design curriculum removed two courses to maintain a total of 78 credits for the degree:

- ART 127 Graphic Symbolism ART
- 155 Information

In the summer of 2011, two full time NMA faculty resigned: one interface design instructor and one animation instructor, decreasing the total number of NMA full-time instructional faculty from four to two. This led to a series of hiring challenges to find quality lecturers capable of teaching the twelve NMA courses that the resigned full-time faculty members previously taught. NMA was unable to find qualified lecturers that met the minimum requirements (MQ's) to teach within the NMA program, and was therefore forced to hire several lecturers by exception. This resulted in the largest pool of lecturers in program history and an increased challenge in staffing and scheduling. Finding and securing qualified NMA instructors is an ongoing challenge.

From 2009-2012, NMA continued to seek and secure consistent and sustainable funding to maintain computer labs with computers, equipment, and technology that kept pace with the rapid changes in industry standards. It now faced a new challenge of no longer being eligible to apply for “seed” funding from past external sources such as Perkins and PCATT. In 2010, NMA was able to secure a \$70,000 award from PCATT for equipment in support of Animation courses. In 2011, Title III funding enabled a more comprehensive \$745,000 remodel of the Kopiko NMA classroom space including a more student- friendly room configuration, upgraded furniture, and enhancements to technology and equipment.

From 2012-2016, NMA continued the ongoing challenge to secure funding to replace computers that were not only out-of-date, but were failing. In spite of the NMA coordinator writing two Perkins Grant applications and the Dean of Arts & Sciences requesting ARF monies, in March 2016, there continues to be two labs that need computer updating and replacement.

In 2013, NMA hired a full-time faculty member supported with funds from the system to bridge the needs of two new degree programs at UHWO Creative Media - Bachelor of Arts in Humanities and Bachelor of Applied Science.

In 2015, with the addition of the newly hired faculty member and a need to prepare students not only for industry, but also for the Creative Media degrees at UHWO, two courses were reinstated in the NMA Animation Specialization:

- ART 247 Lighting and Rendering
- ART 256 Compositing

With the addition of these courses, the Animation curriculum removed one semester of ART 284 Animation Studio for a total of 75 credits for the degree.

## Program Goals

### A&S Mission Statement

The mission of the Arts and Sciences Academic Cluster is to provide students with a high quality innovative liberal arts program that prepares students to meet rigorous baccalaureate requirements and personal enrichment goals, pursue life-long learning, and lead lives of ethical, responsible community involvement.

### Program Goals: NMA Tactical Plan, Strategic Outcomes

- 1 The New Media Arts program at Kapi’olani Community College prepares students for professional work in the fields of interface design, computer animation, and the converging industries that require advanced skills in digital multimedia design and production.
- 2 The program serves professionals updating and refining their job skills and students preparing for careers in interface design and animation. The program integrates classroom instruction with hands-on production skills in a learning environment that encourages the collaborative process inherent in professional multimedia design and production.

## Program Student Learning Outcomes

Five outcomes serve as the basis of the New Media Arts program:

- 1 **Apply knowledge** of the theory, history, and principles of design and/or animation in the creation new media art.
- 2 **Apply successful problem-solving skills** utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
- 3 **Participate as a team member** to make collaborative decisions toward shared objectives with civility, interpersonal skills, and a respect for cultural diversity.
- 4 **Communicate effectively** both visually and verbally in the classroom, community, and/or industry.
- 5 **Synthesize** the concepts and skills in the creation of a culminating project that integrates conceptual thinking and aesthetic application.

## Program Admission Requirements

New Media Arts is a select admissions program. Students seeking admission to New Media Arts begin by taking prerequisite art courses. An art portfolio, academic transcripts, personal statement and completed prerequisite coursework are required to be considered for admission to the program. Students are urged to seek academic advising early and perform well in their prerequisite courses.

## Credentials and Licensures offered:

N/A

## Faculty and Staff

Annual FTE Faculty:	3.25 (3 FT faculty; 0.25 counselor)
Annual FTE Faculty:	1.0 (System Position)
Annual FTE Staff:	1.0 (APT)
Lecturers/Adjunct Faculty	varies (to teach ~11-14 classes)
Majors	62 (from ARPD 2014-15)

## Resources

Annual budget funds allocated to New Media Arts are from a combination of general (state) funds, as awarded by the Hawai'i State Legislature, and from external sources such as U.S. Department of Education (e.g. Perkins). Some funding is allocated to the four departments that contribute to the New Media Arts program and other funds are awarded specifically to New Media Arts.

New Media Arts maintains three computer labs with approximately 60 workstations, over a dozen high - end industry standard graphics software packages, and a broad range of peripherals. New Media Arts provides 50+ hours per week of open lab time for students to have access to the technologies required to complete course related projects. With a persistent need to update hardware and software, purchase supplies, and to staff the open lab hours, New Media Arts requires a total budget of approximately \$118,000 per year. The breakdown is as follows:

NMA Budget Item:	Approx. Cost:
NMA Lab Hardware Upgrades (1 NMA lab per year, 17 computers)	\$62,000.00
Software Licenses (Adobe Creative Suite, NukeX Suite, & other software such as Font Managers, etc.)	\$18,500.00
Misc. Maintenance & Equipment Costs (projectors, bulbs, printers, printing supplies, blank media, hard drives/storage, batteries, security cables, cleaning supplies, etc.)	\$12,500.00
Student Lab Monitors for Open Lab (5 students to monitor 3 open labs, approx. \$10/hr)	\$25,000
<b>TOTAL:</b>	<b>\$118,000 per year</b>

The NMA program has relied upon external funding sources, such as grants, for the goal of purchasing hardware to upgrade one lab per year, or approximately 17 new computers. Since external grant money varies from year-to-year and grant-to-grant, this has been an increasingly difficult challenge. As mentioned above in the history section, NMA is no longer eligible for funding sources that were previously intended for program initialization (ie. "seed" money) and therefore is seeking sustainable and consistent funding for annual program maintenance. NMA continues to pursue new opportunities and to develop innovative initiatives to align programmatic goals with the objectives of major funding sources, such as the Federal Department of Education Title III, the Hawaii State Department of Business, Economic Development and Tourism (DBEDT), and the National Science Foundation (NSF) in partnership with the STEM program at KCC.

Thanks to the efforts of one NMA faculty member, NMA also receives private funding to create and direct the New Arts Lecture Series, a series of lectures and workshops by industry leading artists and animators. Lecture attendance averages 100-120 and is open to the public.

### Articulation Agreements

- UH-West Oahu BAS with Concentration in Creative Media for both the KCC NMA Animation and Interface Design tracks
- UH-West Oahu BA in Humanities with Concentration in Creative Media for both the KCC NMA Animation and Interface Design tracks

The New Media Arts faculty continue to structure an articulation agreement with the UH-West Oahu Creative Media program in the Division of the Humanities for a BA and a BAS.

Typically, however, the New Media Arts degree as a CTE program is designed to prepare students for immediate employment.

NMA does contribute to and support course-to-course articulation efforts across the UH system. Specific NMA courses currently articulated include:

- ART 112 Introduction to Digital Art
- ART 125 Intro to Graphic Design
- ART 126 3D Computer Graphics
- ART 128 Interface Programming I
- ART 202 Digital Imaging
- ART 212 Digital Animation
- ART 222 Digital Multimedia
- ART 226 Computer Graphics II
- ART 247 Lighting & Rendering

### Advisory and Community Connections

The New Media Arts Program Advisory Board meets approximately every two years and was developed to advise the department, the program staff, and the Chancellor on planning, development, and evaluation of the New Media Arts Program. The goals of the New Media Program Advisory Board are to assist the program in:

- Providing input for program development.
- Informing the community about the New Media Arts Program.
- Identifying and obtaining community resources for augmenting the New Media Program.

NMA Advisory Board 2014		
First Name	Last Name	Company
Ray	Carbullido	Madskill Productions
Jon	Duarte	Jon Duarte Communications
Christian	Ganne	LCC – DMED
Christine	Ho	Farrington High School
Susan	Horowitz	Pacific New Media UH Outreach College
Sherilyn	Lau	CTE/DOE State Advisor
Chris	Lee	UHWO Creative Media
Georja	Skinner	Chief Officer, Creative Industries Division, DBEDT
Bernard	Uy	Creative Director, Wall-to-Wall Studios Inc. / AIGA
Lowell	Gillia	HCC Communication Arts
Chae Ho	Lee	UHM Graphic Design

Dan	Boulos	UHM ACM
Edgy	Lee	Pacific Filmworks
Daniel	Leuck	Ikeyzo Studio
Todd	Robertson	Hyperspective
Matt	Heim	Hon Blu/Electric Pencil
Henk	Rogers	Blue Planet Foundation
Sheryle	Proper	UHWO Creative Media

## Internships and Student Employment AY 2015-16

The following are firms where students were placed as interns or hired for employment in 2015-16. See Part IV for a complete list of firms who have hired KCC NMA graduates.

- John A. Burns School of Medicine UHM
- KCC – CELTT
- CPIS UH
- Eric Woo Design
- Arts and Graphics Signs
- Mixed Plate Media
- Blue Startups
- Ikeyzo
- Binary Habitat
- Sae Design

We also have students who have found employment in prestigious studios on the mainland:

- Chris Ota - Apple, Inc., Cupertino, CA
- Kathryn Sakata - R2C Group, San Francisco, CA
- Tiffany Higa - Pyramid Communications, Seattle, WA

### Part III: Curriculum Revision and Review

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Over the three years of this CPR, 100% of the current New Media Arts courses (28 total) were reviewed and updated in compliance with the College’s self-imposed five-year update “window” and successfully passed through the curriculum review and approval process. Older NMA courses were either made inactive or deleted.

### Part IV: Survey Results

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Over the three years of this CPR, no surveys were administered specifically to New Media Arts students. Key surveys that solicited and compiled information from KCC students presumably included large numbers of New Media Arts majors but it is impossible to disaggregate this information to gain accurate feedback about the program. The lack of readily available data within this category, as well as the lack of a concrete methodology to assess student satisfaction on campus specific to the New Media Arts, highlights the need for stronger program -specific survey assessments. Due to the small nature of the NMA program along with the cohort model and subsequently small class sizes, NMA faculty have relied upon their rapport and close relationship with their students to gather informal feedback via in-class discussions, student group meetings, interviews, emails, and anecdotal conversations outside of the classroom.

The following lists local companies who have hired interns and employed graduates from the NMA program.

#### NMA INTERNSHIPS

Intern(s) Placed

Graduate(s) hired

Airspace Workshop	<input checked="" type="radio"/>	
Aloha Island Inc.	<input checked="" type="radio"/>	
Aloha Works	<input checked="" type="radio"/>	
Bianary Habitat.io	<input checked="" type="radio"/>	
BFM Digital	<input checked="" type="radio"/>	
CPIS at UH Manoa	<input checked="" type="radio"/>	
Communications Pacific	<input checked="" type="radio"/>	
Design Asylum	<input checked="" type="radio"/>	<input type="checkbox"/>
Digital Mediums	<input checked="" type="radio"/>	
Eric Woo Design	<input checked="" type="radio"/>	<input type="checkbox"/>
Giddymachine	<input checked="" type="radio"/>	
Hawaii Animation Studios	<input checked="" type="radio"/>	<input type="checkbox"/>
Hawaii Extreme Sports	<input checked="" type="radio"/>	<input type="checkbox"/>
Hawaiian Island Creations	<input checked="" type="radio"/>	
Hilton Grand Vacations Hawaii	<input checked="" type="radio"/>	
Hon Blue	<input checked="" type="radio"/>	
Humanhand Creative Partnership	<input checked="" type="radio"/>	
Hyperspective Studios	<input checked="" type="radio"/>	<input type="checkbox"/>
Ikayzo	<input checked="" type="radio"/>	<input type="checkbox"/>

James Peters Design	<input checked="" type="radio"/>	
J.A.T. Hawaii	<input checked="" type="radio"/>	<input type="checkbox"/>
Jon Duarte Design Group	<input checked="" type="radio"/>	
Lavanet	<input checked="" type="radio"/>	
Loomis ISC	<input checked="" type="radio"/>	<input type="checkbox"/>
Media Company Inc	<input checked="" type="radio"/>	<input type="checkbox"/>
Mix Plate Media	<input checked="" type="radio"/>	
Mvnp	<input checked="" type="radio"/>	<input type="checkbox"/>
Nella Marketing Group	<input checked="" type="radio"/>	
Nomura Design	<input checked="" type="radio"/>	<input type="checkbox"/>
Olelo	<input checked="" type="radio"/>	
Orange Roc	<input checked="" type="radio"/>	<input type="checkbox"/>
Orasi Design	<input checked="" type="radio"/>	
PBS Hawaii	<input checked="" type="radio"/>	
Parallel 21	<input checked="" type="radio"/>	<input type="checkbox"/>
Referentia	<input checked="" type="radio"/>	
Revacomm	<input checked="" type="radio"/>	<input type="checkbox"/>
Sae Design	<input checked="" type="radio"/>	
StarrTech Interactive	<input checked="" type="radio"/>	
Sudokrew	<input checked="" type="radio"/>	<input type="checkbox"/>
Team Vision	<input checked="" type="radio"/>	
Upspring Media	<input checked="" type="radio"/>	<input type="checkbox"/>
Video 21 Productions	<input checked="" type="radio"/>	<input type="checkbox"/>
Wall-to-Wall	<input checked="" type="radio"/>	<input type="checkbox"/>

### Employer Satisfaction Survey

This survey is used to help the internship coordinator evaluate and provide the intern with relevant feedback for improvement. The employer is asked to complete the evaluation as the student approaches the end of their service hours and to discuss the results with the student prior to returning it to the internship instructor.

The survey asks the employer to rate the student from 1-5 on seven questions.

1. Intern's design or animation ability?
2. Intern's technical ability with software?
3. Intern's ability to take direction and interpret/implement feedback?
4. Intern's work ethic?
5. Intern's professional/office etiquette?
6. Intern's interpersonal skills and ability to communicate effectively?
7. Intern's ability to contribute ideas and work as part of the team?

The survey also had six questions with a narrative answer for more personal descriptions.

Semester	# of students	Avg Score of all internees	Avg score of all internees who completed class	Total points
Spring 2015	13	31	31	35
Fall 2015	14	28.2	30.6	35

## **Part V: Quantitative Indicators for Program Review (ARPD 2012-13, 2013-14, & 2014- 15)**

The following is an analysis of quantitative trends identified over the past three years of ARPD data (Appendix A):

### **Demand Indicators**

NMA demand indicators have moved from Healthy in 2013 and 2014 to Unhealthy in 2015. The current benchmark used to calculate the Demand health is problematic. The number of positions in the county is not a true reflection of the job market demand in the digital media fields for which we prepare NMA graduates. The requirement to use only one CIP code skews the New & Replacement Positions data (Demand Indicator #2) so that the number of majors (Demand Indicator #3) divided by the number of positions gives an Unhealthy rating. In reality, we placed over half of the 2015 graduates in jobs. Also, the nature of digital media jobs is that many graduates work as freelancers. This is also not reflected in the CIP code position numbers.

*\*When evaluating all enrollment data, it is important to note that enrollment in each of the two NMA cohorts is capped at 15 students per specialization, for a total of 30 majors per year, multiplied by two since NMA is a two-year program, so a maximum target of 60 majors is the benchmark by which the number of majors should be measured. The 15-student-max per cohort number is determined by space limitations, specifically the number of computers capable of fitting into each of the NMA labs/classrooms*

### **Efficiency Indicators**

Average class size and fill rate are both healthy. The Fill Rate for AY2014-15 is up over 10% from the previous year to 89.2%. The current Student-to-Faculty Ratio is healthy at 20.6 in 2015-16.

### **Effectiveness Indicators**

In AY2014-15, the number of degrees awarded was healthy (24). However, the benchmark number of graduates each year should be 30, reflective of both full NMA cohorts. Persistence from Fall to Spring is a very healthy 95.1 in that same year. This is another area of concern, however, due to the year-to-year variation likely caused by the number of part-time students enrolled in any given cohort. Typically, most NMA students are full-time cohort-based students, which helps keep the persistence rate high.

## **Part VI: Analysis of the Program**

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### **Alignment with mission**

The NMA Program is in alignment with the following guiding documents:

#### **KCC Mission Statement 2015-2021**

- provides students from Hawaii's diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals.
  - the New Media Arts program at KCC provides students with industry standard digital labs to help them achieve their career goals.
  - our AS degrees offer the highest quality education for Web Design and 3D Animation in Hawaii with employment numbers to verify.
- Offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures
  - the work we have done to align with the goals of UH West Oahu helps NMA graduates easily and productively transfer.

### **Current Situation: Internal**

Internally, the NMA program faces the challenges of staffing, funding/budget concerns, workload, program coordination, and curriculum revisions/updates.

- **Staffing:** staffing continues to be a concern for New Media Arts. NMA full-time faculty cannot teach all of the courses listed as part of the two degree requirements, and finding qualified lecturers with the necessary skills continues to be a challenge. Furthermore, retaining both full-time faculty and lecturers is difficult since the pay scale is so low in comparison to the high salaries offered in the industry.
- **Funding/Budget:** securing sustainable funding has been an ongoing challenge. The program relies on a combination of state/campus funds and external grants. The future source of external funding continues to be uncertain.
- **Workload:** due to the rapidly evolving, dynamic nature of the field, teaching within the NMA program requires an unusually high amount of research and technical preparation time. NMA faculty often spend on average 10-15 hours per week of additional preparation time researching and learning new media technology, and therefore require a teaching load reduction.
- **Program Coordination:** program coordination continues to be an area of concern due to the nature of the program, the unique challenges faced, and the subsequent amount of time and attention required to coordinate the program. The duties of coordinator are not limited to simply coordinating the program, but also include increased grant writing.
- **Curriculum Revisions/Updates:** NMA faculty continue to update and improve the curriculum. Both the animation and interface design curricula and all NMA courses have been recently revised and updated. Additional updates to ensure a smooth transfer to the UH West Oahu Creative Media degree program has involved additional complicity.

### ***Demand***

Although the Overall Program Health is "Cautionary", demand indicators for the New Media Arts

Program are “Unhealthy”. This is directly correlated to the New and Replacement Positions for the county. The CIP code used indicates two positions for 2014-15, while in fact; nine graduates were placed in jobs in the county.

### *Efficiency*

The program is rated “Healthy” from the efficiency indicators. The classes have over an 89% fill rate. The program is a rigorous one and sometimes a student finds it impossible to balance a full load with their other responsibilities. These students often move to part-time status, affecting fill rate.

### *Effectiveness*

Effectiveness Indicators are graded “Healthy”. The Successful Completion rate of 93% is up from the two previous years. The Degrees awarded are up by 30% from the previous year. The Persistence rate from Fall to Spring has no need for concern at over 95%. The Persistence rate from Fall to Fall, however, is 68.8%. With the new transfer program to UHWO and the opportunities to work with researchers at JABSOM, this number could improve.

### *Alignment with Mission: Strengths and weaknesses based on analysis of data*

The NMA program is in alignment with its mission statement – prepare students for employment in the fields of animation and interface design including web design and the converging industries that require advanced skills in digital multimedia design and production.

Our effectiveness indicators show a healthy successful completion rate of 93% that indicates they are prepared for employment at the end of the program. From our records, more than 80% of Interface Design graduates from 2015 obtained jobs in the industry. They are employed by such firms as: Brand Studios, Design Asylum, Ikayzo, Wall-to-Wall Studios, Pono Hawai‘i, Design Tank Hawai‘i, and others are employed as freelance designers.

While web design jobs are ample, the graduates from the Animation program have fewer opportunities in Hawai‘i. Our new curriculum that includes motion graphics and compositing will prepare them for jobs that are more available locally. There are three students working at Hyperspective Studios working on television ads that combine video with 3D animation and effects.

Our partnerships with UHWO, UHM, and Celtt at KCC will also help in preparing students for future careers. The NMA Animation track prepares them to transfer to UHWO for additional studies for careers in the Digital Gaming field. The internship opportunity with JABSOM will prepare them for working in the bio-medical field and the position working with Celtt will prepare them for jobs in the Open Educational Resources field.

### *Evidence of Student Learning*

#### *Resource Sufficiency*

Although staying at the front edge of technology is a continual challenge, we have kept the three New

Media Arts labs up-to-date with current industry standard hardware and software. We have found skilled lecturers to teach, and we have four highly qualified full time faculty.

In order to sustain this quality of teaching, professional development funds need to be earmarked by the college to help the faculty keep current. The lab equipment and software need to be maintained regularly and upgraded in 3-year cycles. Since the NMA program is costly to run and services a relatively small group of students, we are interested in applying for a “program fee” to help offset the College’s expenses.

In 2014-15, our online course, ART 112, had 100% fill rate as well as 100% successful completion. As technology for distance education advances, we are looking forward to moving more classes to the online format. For now, we feel that the face-to-face experience with the instructor as well as the classroom peers is essential for success in the program.

Perkins

Perkins IV Core Indicators

Perkins Indicators 2013-14	Goal	Actual	Met/Not Met
<b>1P1</b> Technical Skills Attainment	91.00	0.00	Not Met
<b>2P1</b> Completion	47.00	0.00	Not Met
<b>3P1</b> Student Retention or Transfer	75.21	75.00	Not Met
<b>4P1</b> Student Placement	68.92	60.00	Not Met

These figures are based on a criterion that is not included in the NMA Student Learning Outcomes, so the percentages are not consistent with the actual attainment of the indicator. 91% of NMA students successfully completed the course work in 2013-14. In the NMA method of review that means the 1P1 Indicator should indicate a 91% of actual skills attainment. A NMA graduate cannot complete the course work without attaining the skills. This is the same for 2P1 indicator. The information used to assess these numbers is not valid. Student retention or transfer is just slightly lower than the goal. Because the program is a rigorous one, there are some students who cannot carry the full load or change their major. As the new Creative Media program at UHWO develops into a useful extension of the NMA studies, we should see more student transfers. Student Placement is also very close to the goal number.

Current Situation: External

Externally, the NMA program is affected by the local economy and employment in the fields of animation and interface design. The animation graduates continue to get employment in a variety of jobs including television, education, film, NOAA, and digital creative industries. Interface design and related industries continue to grow here in Honolulu, with graduates consistently being employed by several local businesses.

## Part VII: Tactical Action Plan 2013-2016

Mission Statement: The New Media Arts (NMA) program seeks to prepare students for employment in the fields of animation and interface design including web design and the converging industries that require advanced skills in digital multimedia design and production.

### Assessment Results for Program SLOs

At the end of each academic year, NMA faculty meet to assess a random sampling of student work using the NMA advisory board approved SLO assessment grid (Appendix C). Based upon the results from the cumulative assessment scoring, NMA faculty examine each SLO and use the course grid to figure out how the curriculum, on both the program and course level, can be modified in order to improve the program and student learning outcomes. All results are documented and shared with the campus and accreditation bodies. The first NMA program SLO assessment and improvement meeting was in May of 2009 and continues annually.

The formal program SLO assessment process is one of several tools for reflection and program improvement. It coincides with course-level assessment, monthly NMA program meetings, NMA curriculum sub-committees, feedback from NMA students, and input from our NMA Advisory Board.

Program SLOs	Evidence of Industry Validation	Assessment Strategy/ instrument	Results of Program Assessment from 2014-15	Plan for Improvement
<b>1. Apply knowledge</b> of the theory, history, and principles of design and/or animation.	NMA Advisory Board Approval – <i>voted on Dec. 4<sup>th</sup>, 2008</i>	NMA Program SLO Assessment Rubric (Grid) – <i>see attached</i>	<b>Score (1-4):</b> 1 – 5% 2 – 0% 3 - 50% 4 - 45%	Maintain with an added commitment to catch underachieving students. Continue to encourage student research, the creative process, and engagement with the design and/or animation industries and to reflect upon their learning as they integrate their new
<b>2. Apply successful problem-solving skills</b> utilizing industry standard applications, technologies, and techniques in the creative and technical production process.	NMA Advisory Board Approval – <i>voted on Dec. 4<sup>th</sup>, 2008</i>	NMA Program SLO Assessment Rubric (Grid) – <i>see attached</i>	<b>Score (1-4):</b> 1 – 5% 2 – 0% 3 - 50% 4 - 45%	Maintain with an added commitment to catch underachieving students. Continue to integrate industry standard technologies and techniques in the classroom and to help encourage student problem solving via self-

Program SLOs	Evidence of Industry Validation	Assessment Strategy/ instrument	Results of Program Assessment from 2014-15	Plan for Improvement
<b>3. Participate as a team member</b> to make collaborative decisions toward shared objectives with civility, interpersonal skills, and a respect for cultural diversity.	NMA Advisory Board Approval – voted on Dec. 4 <sup>th</sup> , 2008	NMA Program SLO Assessment Rubric (Grid) – see attached	<b>Score (1-4):</b> 1 - 2 - 3 - 55% 4 - 45%	Maintain. Continue to work with students to succeed in team projects and critiques.
<b>4. Communicate effectively</b> both visually and verbally in the classroom, community, and/or industry.	NMA Advisory Board Approval – voted on Dec. 4 <sup>th</sup> , 2008	NMA Program SLO Assessment Rubric (Grid) – see attached	<b>Score (1-4):</b> 1 – 5% 2 – 10% 3 - 40% 4 - 45%	Work to encourage all students to speak up more in class critiques.
<b>5. Synthesize</b> the concepts and skills in the creation of a culminating project that integrates conceptual thinking and aesthetic	NMA Advisory Board Approval – voted on Dec. 4 <sup>th</sup> , 2008	NMA Program SLO Assessment Rubric (Grid) – see attached	<b>Score (1-4):</b> 1 – 5% 2 – 0% 3 - 50% 4 - 45%	Maintain with an added commitment to catch underachieving students. Encourage students to go above and beyond in presenting their capstone work to

Next Steps in Assessment and Improvement Strategies:

The “Next Steps in Assessment and Improvement Strategies” from the last Comprehensive Program Review suggested that all students in the graduating cohorts could be evaluated to increase the reliability of the data set. That was carried out in 2014-15. These numbers reflect scores for all students. This larger data sampling will be continued in the future.

The Arts & Sciences unit is backwards from the rest of KCC in that four departments primarily contribute to one very large academic program as well as several smaller ones. Consequently, as a result of extensive dialogue by the Deans Advisory Council on the CPR, a decision was made that the Tactical Action Plan for Liberal Arts and other programs housed in Arts & Sciences should mirror that of the Arts & Sciences academic cluster. Special strategies that meet the needs of specific programs such as NMA, have been added into a second “Strategies” section below.

<p>STRATEGIC OUTCOMES</p> <p>(KCC Strategic Plan)</p>	<p>A Graduation</p> <p>B Innovation</p> <p>C Enrollment Growth</p> <p>D Modern, Sustainable, Teaching and Learning Environments</p>
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Performance Measures	Outcomes	Strategies to Achieve Performance Measures
	<p><b>Outcome 1:</b></p> <p>(A) Increase annual CA and degree completion by 5 % from 1513 to 2129</p> <p>(B) Increase annual Native Hawaiian CA and degree completion by 5 % from 234 to 329</p>	<p><b>Strategies for Outcome 1:</b></p> <p>(A) Inform students of the advantage of following through to degree completion.</p> <p>(B) Keep a particular eye on degree completion by Native Hawaiians.</p>
	<p><b>Outcome 2:</b></p> <p>(P) Implement the KELA model and complete two cycles of program learning assessment (2016, 2019) and report on two cycles of course learning assessment (2016, 2021)</p>	<p><b>Strategies for Outcome 2:</b></p> <p>(P) Complete the program learning assessments and course learning assessments for the appropriate cycles.</p>

	<p><b>Outcome 3:</b>  (E) Increase annual enrollment from feeder schools by 2 % from 794 to 894</p>	<p><b>Strategies for Outcome 3:</b>  (E) Continue recruitment through campus visits and tours and career fairs, Work with the UH system for greater visibility of program.</p>
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<p>STRATEGIES  (New Media Arts)</p>	<ol style="list-style-type: none"> <li>1. NMA will continue to work with the A&amp;S academic dean to seek funding for major upgrades to the labs and special projects to assist in achieving standards.</li> <li>2. NMA will maintain its NMA website, providing information including visual samples and exhibition space for NMA graduates of their demo reels and multimedia portfolio.</li> <li>3. NMA will collect data from graduates to help track where they go after graduation and to assess student success after completion of their degree.</li> <li>4. NMA will continue to host the annual Demo Reel and Design Portfolio Presentation Event</li> <li>5. NMA faculty members will give presentations at high school career fairs and professional conferences.</li> <li>6. NMA faculty will try to resolve staffing challenges by continuing to work toward replacing recently resigned NMA full-time faculty and someday offering a new full-time position in NMA Animation.</li> </ol>
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<p>MEANS OF ASSESSMENT</p>	<p>1 Number of courses redesigned and programs reviewed</p> <p>2 Number of declared majors</p> <p>3 Number of degrees awarded</p> <p>4 UHM transfer rate</p>
<p>INDIVIDUALS RESPONSIBLE</p>	<p>Faculty</p> <p>Department Chairs</p> <p>APT Staff</p> <p>Assessment Coordinator(s)</p> <p>Secretaries</p> <p>Dean</p>

<p>SYNERGIES WITH OTHER PROGRAMS, UNITS, EMPHASES, and INITIATIVES</p>	<p>Maida Kamber Center</p> <p>CELTT, Library, &amp; Testing</p> <p>Achieving the Dream initiative &amp; Title III</p> <p>Student Services</p> <p>Kahikoluamea</p> <p>CTE and Health Academic Clusters</p> <p>Ka'ie'ie and other university pathways</p> <p>OFIE and Service Learning</p> <p>Business Office</p> <p>Human Resources Office</p>
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## **Part VIII. Resource and Budget Implications**

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To align with the current budget allocation process, resource requests will continue to be made from the Arts & Sciences unit as a whole. Resource requests will be considered by the Department Chairs and Dean and prioritized on behalf of the Arts & Sciences unit. Such requests will be taken forward to the senior administration as prioritized requests.

Faculty positions left vacant due to resignation or retirement should be considered for recruitment. In some Arts & Sciences disciplines, particularly those which have been disproportionately impacted by retirements and resignations, faculty leadership will help to better position the college for continued growth. Other resources to support program goals around transfer, persistence, and graduation will be needed.

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## APPENDICES

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The following appendices are offered for further information and to inform future Comprehensive Program Review studies.

### Appendix A:

Quantitative Indicators for Program Review  
(available online at <http://www.hawaii.edu/offices/cc/arpd/index.php>)

### Appendix B:

Curriculum Review Data  
     New Media Arts Courses – 100% compliant with 5 year review

### Appendix C:

NMA Program SLO Assessment Supplemental Information

**New Media Arts Program SLO's Course Tables**  
**(Grid showing alignment of courses to program outcomes)**

#### Interface Design:

Interface Design	PLO 1 - Knowledge	PLO 2 – Problem Solving	PLO 3 – Team Member	PLO 4 - Communication	PLO 5 - Synthesis
<b>General Education Requirements (15 credits)</b>					
ENG 100 or ENG 160 or ESL 100				X	
ANTH 200 or PSY 100				X	
AS/NS Elective					
MATH 100 or PHIL 110		X		X	
ART 101	X	X		X	X
<b>New Media Arts Interface Design Requirements (63 credits)</b>					
ART 113	X	X		X	X
ART 115	X	X		X	X
ART 112	X	X		X	X
ART 107	X	X		X	X
ART 125	X	X		X	X
ART 127	X	X		X	X
ART 159	X	X	X	X	X
ART 266	X	X		X	X
ART 229	X	X	X	X	X
ART 128	X	X		X	X

ART 155	X	X	X	X	X
ART 202	X	X		X	X
ART 258	X	X		X	X
ART 257	X	X		X	X
ART 249	X	X		X	X
ART 129	X	X		X	X
ART 222	X	X	X	X	X
ART 294 or ART 293v or MKT 185	X	X	X	X	X
ART 295	X	X	X	X	X

Animation:

<b>Animation</b>	<b>PLO 1 - Knowledge</b>	<b>PLO 2 – Problem Solving</b>	<b>PLO 3 – Team Member</b>	<b>PLO 4 - Communication</b>	<b>PLO 5 - Synthesis</b>
<b>General Education Requirements (15 credits)</b>					
ENG 100 or ENG 160 or ESL 100				X	
ANTH 200 or PSY 100				X	
AS/NS Elective					
MATH 100 or PHIL 110		X		X	
ART 101	X	X		X	X
<b>New Media Arts Animation Requirements (54 credits)</b>					
ART 116 or ART 123	X	X		X	X
ART 107	X	X		X	X
ART 112	X	X		X	X
ART 113	X	X		X	X
ART 115	X	X		X	X
ART 126	X	X		X	X
ART 156	X	X		X	X
ART 157	X	X	X	X	X
ART 158	X	X		X	X
ART 202	X	X		X	X
ART 212	X	X		X	X
ART 214	X	X		X	X
ART 226	X	X		X	X
ART 246	X	X		X	X
ART 247	X	X		X	X
ART 294 and/or ART 293v	X	X	X	X	X
ART 294 and/or ART 293v	X	X	X	X	X
ART 296	X	X	X	X	X

**New Media Arts Program SLO Assessment Rubric**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. Apply knowledge</b> of the theory, history, and principles of design and/or animation.	<b>Demonstrates little or no application of knowledge</b> of the theory, history, and principles of design and/or animation. Shows little or no evidence of understanding the basic concepts and process.	<b>Demonstrates basic knowledge</b> of the theory, history, and principles of design and/or animation. Shows evidence of understanding the basic concepts and process.	<b>Demonstrates good knowledge</b> of the theory, history, and principles of design and/or animation. Shows good evidence of understanding the concepts and process.	<b>Demonstrates exceptional knowledge</b> of the theory, history, and principles of design and/or animation. Shows strong evidence of understanding the concepts and process.
<b>2. Apply successful problem-solving skills</b> utilizing industry standard applications, technologies, and techniques in the creative and technical production process.	<b>Poor problem solving skills.</b> Shows little to no creativity and or originality. Does not use technology effectively. Demonstrates little or no evidence of planning.	<b>Basic problem solving skills.</b> Produces somewhat creative and/or some original ideas. Use of technology is basic and meets the minimum requirements. Demonstrates some evidence of planning.	<b>Good problem solving skills.</b> Produces creative and original ideas. Use of technology meets most requirements. Demonstrates good evidence of planning.	<b>Strong problem solving skills.</b> Produces highly creative and original ideas. Exceptional use of technology that exceeds the requirements. Demonstrates strong evidence of planning.
<b>3. Participate as a team member</b> to make collaborative decisions toward shared objectives with civility, interpersonal skills, and a respect for cultural diversity.	<b>Little or no team participation.</b> Does not work well with others. Does not make any contributions to the overall team goals. Never helps his or her peers.	<b>Some team participation.</b> Sometimes works well with others. Makes consistent contributions to the overall team goals. Occasionally helps his or her peers.	<b>Good team participation.</b> Works well with others. Makes consistent contributions to the overall team goals. Usually helps his or her peers.	<b>Strong team participation.</b> Student is a proactive team leader. Works very well with others. Always makes strong contributions to the overall team goals. Always helps his or her peers.
<b>4. Communicate effectively</b> both visually and verbally in the classroom, community, and/or industry.	<b>Poor articulation of verbal and written statements.</b> Communicates poorly with a limited vocabulary of art terminology. Does not appropriately make reference to the aesthetic and compositional aspects displayed in his or her artwork.	<b>Somewhat articulate verbal and written statements.</b> Communicates with a basic vocabulary of art terminology. Draws reference to some of the aesthetic and compositional aspects displayed in his or her artwork.	<b>Articulate verbal and written statements.</b> Communicates well with a good vocabulary of art terminology. Draws reference to most of the aesthetic and compositional aspects displayed in his or her artwork.	<b>Highly articulate verbal and written statements.</b> Communicates clearly and effectively using all art terminology appropriately. Draws reference to all of the aesthetic and compositional aspects displayed in his or her artwork.
<b>5. Synthesize</b> the concepts and skills in the creation of a culminating project that integrates conceptual thinking and aesthetic application.	<b>Little or no synthesis of concepts and skills.</b> Poor quality artwork that lacks conceptual and aesthetic application.	<b>Some synthesis of concepts and skills.</b> Quality of artwork is basic. Shows some conceptual and aesthetic application.	<b>Good synthesis of concepts and skills.</b> Good quality artwork that shows conceptual and aesthetic application.	<b>Strong synthesis of concepts and skills.</b> High quality artwork that shows strong conceptual and aesthetic application.