Kapiolani Community College
2013 Annual Report of Instructional Program Data

New Media Arts

The last comprehensive review for this program was on **2013**, and can be viewed at:
http://ofie.kapiolani.hawaii.edu/wp-content/uploads/2013/01/cpr2013NMA.pdf

Program Description

The KCC New Media Arts program prepares students for employment in the fields of interface design, computer animation, and the converging industries that require advanced skills in multimedia design and production. The NMA program offers an Associate in Science (AS) degree in two specializations: animation and interface design.

Part I. Quantitative Indicators

Overall Program Health: Healthy

Majors Included: ATS1,NMA   Program CIP: 10.0399

	Demand Indicators	Program Year			Demand Health Call
		10-11	11-12	12-13	
1	New & Replacement Positions (State)	48	69	107	
2	*New & Replacement Positions (County Prorated)	9	24	40	
3	*Number of Majors	58.5	68.5	63.5	
3a	Number of Majors Native Hawaiian	7	7	7	
3b	Fall Full-Time	62%	61%	65%	
3c	Fall Part-Time	38%	39%	35%	
3d	Fall Part-Time who are Full-Time in System	5%	0%	0%	
3e	Spring Full-Time	67%	66%	62%	Healthy
3f	Spring Part-Time	33%	34%	38%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	915	1,080	1,110	
5	SSH Non-Majors in Program Classes	66	39	18	
6	SSH in All Program Classes	981	1,119	1,128	
7	FTE Enrollment in Program Classes	33	37	38	
8	Total Number of Classes Taught	28	28	28	

	Efficiency Indicators	Program Year			Efficiency Health Call
		10-11	11-12	12-13	
9	Average Class Size	11.7	13.3	13.4	
10	*Fill Rate	79.7%	88.5%	89.2%	
11	FTE BOR Appointed Faculty	0	4	2	
12	*Majors to FTE BOR Appointed Faculty	0	17.1	31.7	
13	Majors to Analytic FTE Faculty	19.3	22.3	20.7	
13a	Analytic FTE Faculty	3.0	3.1	3.1	
14	Overall Program Budget Allocation	$541,594	$675,929	$745,601	Healthy
14a	General Funded Budget Allocation	$541,594	$499,364	$597,033	
14b	Special/Federal Budget Allocation	$0	$0	$0	
14c	Tuition and Fees	$0	$176,565	$148,568	
15	Cost per SSH	$552	$604	$661	
16	Number of Low-Enrolled (<10) Classes	8	0	0	

*Data element used in health call calculation

Last Updated: January 27, 2014

Effectiveness Indicators		Program Year			Effectiveness Health Call
		10-11	11-12	12-13	
17	Successful Completion (Equivalent C or Higher)	86%	93%	91%	
18	Withdrawals (Grade = W)	10	7	4	
19	*Persistence Fall to Spring	78.4%	87.3%	93.8%	
19a	Persistence Fall to Fall			76%	
20	*Unduplicated Degrees/Certificates Awarded	8	30	17	
20a	Degrees Awarded	8	30	17	**Healthy**
20b	Certificates of Achievement Awarded	0	0	0	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed		Not Reported	Not Reported	
22	Transfers to UH 4-yr	1	0	2	
22a	Transfers with credential from program	0	0	2	
22b	Transfers without credential from program	1	0	0	

Distance Education: Completely On-line Classes		Program Year			
		10-11	11-12	12-13	
23	Number of Distance Education Classes Taught	0	0	1	
24	Enrollments Distance Education Classes	N/A	N/A	12	
25	Fill Rate	N/A	N/A	80%	
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	100%	
27	Withdrawals (Grade = W)	N/A	N/A	0	
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	100%	

Perkins IV Core Indicators 2011-2012		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	90.00	100.00	Met	
30	2P1 Completion	50.00	33.33	Not Met	
31	3P1 Student Retention or Transfer	74.25	75.00	Met	
32	4P1 Student Placement	60.00	66.67	Met	
33	5P1 Nontraditional Participation	17.00	40.00	Met	
34	5P2 Nontraditional Completion	15.25	0.00	Not Met	

Performance Funding		Program Year			
		10-11	11-12	12-13	
35	Number of Degrees and Certificates			17	
36	Number of Degrees and Certificates Native Hawaiian			1	
37	Number of Degrees and Certificates STEM			Not STEM	
38	Number of Pell Recipients			24	
39	Number of Transfers to UH 4-yr			2	

*Data element used in health call calculation

Last Updated: January 27, 2014

Glossary | Health Call Scoring Rubric

Part II. Analysis of the Program

A. Program Demand

For program demand, NMA continues to have a healthy score. The incremental drop in the Number of Majors is within the customary flux of numbers, but if this is a trend that continues to increase in several consecutive years, there should be a serious look at the number of full-time, tenure-track faculty who are serving these students.

Student interest in the New Media Arts program remains strong. When evaluating all enrollment data, it is important to note that enrollment in each cohort 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. If the number of majors is ever higher than 60 (such as AY 2011-12), it is most likely due to having full cohorts plus multiple part-time students who require longer than two years to graduate.

Student Semester Hours (Demand Indicator #6) in all program classes remains strong with a slight increase putting it at 1,128 hours. Recruitment and marketing remain ongoing focus areas and will be discussed further in Part III: Action Plan. The program seeks to maintain a large applicant pool of prospective students to increase the quality of the respective cohorts.

B. Program Efficiency

The Class Fill Rate (Efficiency Indicator #10) which was at a healthy 89%, has again increased slightly with no classes Low-Enrolled (Efficiency Indicator # 16)

The Student-to-Faculty Ratio (64:2) has escalated from 17.25% to 32%. This has been partially relieved with the recent hiring of one appointed full-time faculty member.

The average class size remains constant, yet still under the 15 person maximum. These numbers fluctuate slightly from year-to-year for several possible reasons, one of which might be from having a different number of students in the existing exiting cohort, as compared to previous years and the current entering cohorts. Another is attrition (students dropping or withdrawing from classes mid-semester) that is often times higher in non-cohort classes, such as the NMA gateway course ART 112 which has multiple sections per year.

Note: The small class sizes and correspondingly low student to faculty ratio help to ensure that the quality of instruction remains high. New Media is a complex discipline that combines both art and technology. NMA students benefit from being able to work closely with their instructors, negotiating the dual demands of this multi-faceted, complex, and ever-changing hi-tech field.

C. Program Effectiveness

The number of degrees awarded (17 - Effectiveness Indicator #20) has dropped from the previous year total of 30, but is still Healthy and well above the total 2 years ago which was 8. This number fluctuates for a number of reasons so it is misleading to look at the numbers of individual years. Because the program is quite rigorous and many of the students work while attending school, there are often students who take an extra year to graduate. Because of this fluctuation, NMA faculty monitor this number closely to preempt any dramatic fall in program effectiveness indicators. If all NMA cohorts were full and all majors graduated in two years, the benchmark number of graduates each year should be 30.

The persistence of majors from fall to spring is at a very healthy 94%, an increase from 87% the previous year. The persistence of majors from fall to fall this year, the first year to be followed, is 58%. This number will have to be watched in the future when we have more data. Persistence is another area where there may be a slight year-to-year variation due to the number of part-time students enrolled in any given cohort. Typically, most NMA students are full-time cohort students, which helps to keep persistence high.

D. Distance Education: Completely On-line Classes

The Number of Distance Education Classes Taught (Indicator #23) indicates 1 course taught in AY2012-13. There are 3 sections of ART 112 being offered in AY2013-14. There are 25 students currently taking classes, and as of November 2013, there are already 19 enrolled for Spring 2014,

E. Perkins IV Core Indicators

According to the data provided, the NMA program met 3 out of 4 of the Perkins IV Core Indicators,, 2P1 Completion , 3P1 Student Retention or Transfer, and 4P1 Student Placement. The 2P1 Completion rate of 33 did not meet the goal of 50. This is improved from last year when NMA met 1 out of 4 of the Indicators (although in reviewing last year's numbers, it looks like not all of the data was entered). NMA is not applicable for 5P1 Nontraditional Participation, and 5P2 Nontraditional Completion.

No detailed data are provided to analyze; however it should be noted that according to the Perkins literature, indicator 2P1 pertains to "student attainment of an industry-recognized credential, a certificate, or a degree." No such industry recognized degree or certification exists for New Media Arts.

Also worthy of note is that indicators 5P1 & 5P2 are for "student participation in, and completion of, career and technical education programs that lead to

employment in non-traditional fields." In other words, the number of females participating in or completing CTE programs leading to employment in male dominated occupations, and vice-versa (males in female-dominated occupations), Neither is applicable for New Media Arts, as both interface design and animation are mixed-gendered fields.

F. Significant Program Actions

In the spring of 2012, we offered our first online section of ART 112. We have doubled that number in Spring 2014. NMA continues to watch the enrollment impact that online sections of ART 112 have on face-to-face ART 112 enrollment. Up to now, it seems the face-to-face enrollment is staying consistent with the past years.

Effective Fall 2012, NMA updated the AS degree in both animation and interface design by removing five courses, rearranging the sequence of two existing courses, and adding two new courses: ART 284 Animation Studio and ART 285 Interface Design Studio. These two new courses embrace the studio-based learning model (SBL) to address several issues that were discovered during the assessment process, notably a) the need for more depth into specific NMA-related topics, b) the need for students to become independent self-learners to succeed after graduation, c) the need for students to gain more experience going through the full creative process in order to create industry quality portfolio and demo-reel products, and d) the need to work in collaborative team environments to develop strong inter-personal communication skills needed to succeed in the industry/workplace. The studio model courses are successful in addressing the above concerns. NMA faculty continue to fine tune these studio course offerings.

Further refinements to the course offerings are currently in the system review procedure. The NMA faculty maintain a key eye on the suitability of the curriculum for the ever-changing world of the industry.

Part III. Action Plan

A. Recruitment – Recruitment remains a high priority for New Media Arts and will help to further stabilize ARPD-reported figures related to number of ASNMA majors. Efforts are continually underway to foster relationships with local high schools and to enhance awareness of the program within the community. For example, NMA faculty, counselor, and staff continue to visit local schools to promote the program and help educate students about the pathways to pursue further education in digital media. New Media Arts has pursued an aggressive campaign of promotion, including enhancements to the NMA website, social media, design of new promotional posters, and the participation of faculty and staff in broad range of events including career fairs, technology conferences, and state sponsored events. The New Arts Lecture series, supported entirely by a private grant, brings 4 visiting lecturers a year to present to the students and community. Awareness of the NMA program in the community is broadened through the growing audience numbers. New Media Arts will continue to pursue these opportunities and leverage partnerships with local companies & organizations to further enhance the visibility of the program.

B. Program Coordination – This past year was the fourth full year using a one-person coordinator model for 3 credits of assigned time per semester, which is a decrease from 6 credits per semester from previous years. This decreased credit model is not ideal. There are several initiatives that the coordinator could explore if given enough time. The complexity of the New Media Arts Program and the broad range of activities that it participates in necessitate a large amount of time and resources in order to provide the requisite leadership, planning, and management. Unfortunately, some opportunities have been passed up in recent years, due to the lack of resources to adequately dedicate toward such initiatives. The NMA faculty and staff will continue to explore solutions to this complex problem. Cost per SSH, as reported in the ARPD, will continue to be relatively high in relation to other Arts & Sciences programs but such costs should hopefully continue to provide much-needed employees for this segment of the workforce.

C. Grant Development and External Funding – NMA will continue to work with the academic dean and administration to pursue grant opportunities to update both hardware and software and support ongoing initiatives to upgrade the lab environments. Such efforts will serve to offset the ARPD-reported Cost per SSH.

D. New Certificates - The New Media Arts program is continuing conversations with UHWO for articulation agreements between KCC and UHWO to facilitate a pathway for the transfer of students in the New Media Arts associate's degree program to the Bachelor of Arts in Humanities/Creative Media at UHWO. The New Media Arts program continues to explore the possibility of a new AA degree in NMA and an inter-disciplinary certificate for various initiatives that blend art and technology such as STEM, Creativity Academies, and New Media Art that does not fall under one of the two current specializations of interface design and animation. These efforts will enhance ARPD-reported figures related to the number of transfers to UH 4-year institutions.

Part IV. Resource Implications

The recent integration of the Maida Kamber Center for Career Exploration, Graduation & Transfer into Arts & Sciences may merit an additional infusion of resources -- human and physical -- as the full meaning and implications of ARPD data on these Counselors are revealed.

The current New Media Arts (NMA) 2009-2013 Tactical Plan states the program commitment to seeking sustainable funding for our annual software and hardware instructional resources. This is in alignment with the 2009-2013 Arts and Sciences Tactical Plan, that states in Strategy 8 the plan to "adjust programs, staffing, workspaces, and/or resources as needed to support student learning, success, and engagement."

New Media Arts maintains three computer labs with approximately 60 workstations, over a dozen distinct hi-end industry standard graphics software packages, and a broad range of technology peripherals. New Media Arts provides approximately 60 hours per week of open lab time to facilitate the development of 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 operating budget of $105,000 per year: (Hardware $50k, Software & Equipment Maintenance $25k, Student Lab Monitors $30k.)

In the past, the NMA program has looked toward grants and external funding sources for approximately $50,000 per year for hardware to upgrade one lab per year, or 17 new computers. The college has provided the remaining funds for software licenses, miscellaneous maintenance and equipment, and to pay student lab monitors. New Media Arts plans to continue to pursue all funding opportunities and to continue developing innovative initiatives to align programmatic goals with the objectives of major funding sources.

Program Student Learning Outcomes

For the 2012-2013 program year, some or all of the following P-SLOs were reviewed by the program:

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

A) Evidence of Industry Validation

These five program SLOs were endorsed by the NMA Advisory Board on December 4, 2008.

B) Expected Level Achievement

As student learning artifacts are selected from NMA capstone courses in the Animation and Interface Design tracks, students are expected, at a minimum, to achieve at level 3 from the levels specified below:

- 1 = Little to no evidence
- 2 = Basic
- 3 = Good, slightly exceeds
- 4 = Exceptional

C) Courses Assessed

Student work from NMA capstone courses were evaluated: eleven animation demo reels and fourteen interface design portfolios. Each set of student work may include as many as twenty individual learning artifacts.

D) Assessment Strategy/Instrument

The New Media Arts Program SLO Assessment Rubric was updated in May 2010 and serves as the basis for program SLOs assessment. It organizes student work for each of the five program SLOs into four broad levels of achievement:

- 1 = Little to no evidence
- 2 = Basic
- 3 = Good, slightly exceeds
- 4 = Exceptional

E) Results of Program Assessment

Assessment results for each of the five program SLOs follows:

1. Apply Knowledge: 1 students at level 2; 11 students at level 3; 13 students at level 4

   - Maintain. 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 knowledge into their assignments.

2. Problem-Solving: 3 students at level 2; 7 students at level 3; 15 students at level 4

   - Maintain. Continue to integrate industry standard technologies and techniques in the classroom and to help encourage student problem solving via self-learning, research, and taking advantage of available resources.

3. Teamwork: 2 students at level 2; 6 student at level 3; 17 students at level 4

   - Maintain. Encourage quieter students to play larger roles in team projects and critiques.

4. Communicate Effectively: 2 students at level 2; 12 students at level 3; 11 students at level 4

   - Maintain. Encourage quieter students to speak up more.

5. Synthesis: 2 students at level 2; 9 students at level 3; 14 students at level 4

   - Maintain. Encourage students to go above and beyond in presenting their capstone work to compete with industry.

F) Other Comments

Counseling SLOs for use across campus were developed in 2010. Since that time, units have assessed these SLOs. Completed templates and summaries of the assessment cycle for counseling support of this program are available at the OFIE website at **http://ofie.kapiolani.hawaii.edu/program-review**.

In an effort to better align terminology and respond to feedback gained in previous assessment cycles, on November 21 and 22, 2013, an assessment retreat was held to revise these SLOs. The revised Counseling SLOs will be assessed in the upcoming year.

As a result of previous program assessment, the NMA degree was overhauled and redesigned around a "studio" model to better align with program SLOs, industry standards, and workplace expectations last year. Full assessment of the AS NMA is ongoing. The first graduates from the "new" AS NMA will complete their degrees in spring 2013.

G) Next Steps

Benchmarks for all five program SLOs have been met. Program SLOs will continue to be aligned against course SLOs. No other adjustments are planned at this time.