

ANNUAL
REPORT OF PROGRAM DATA

2022

UNIVERSITY of HAWAII

KAPI'OLANI
COMMUNITY COLLEGE



Associate in Science in

NEW MEDIA ARTS

1. Program or Unit Description

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 Program Goals : NMA Tactical Plan, Strategic Outcomes

1. The New Media Arts program at Kapi'olani CC prepares students for professional work in the fields of interface design, computer animation, and the converging industries that require advanced skills in digital media 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.
3. The program prepares students for further advanced study and entry into competitive Bachelor Degree programs.

Associate in Science – New Media Arts with a Specialization in Animation:

The Associate in Science degree, New Media Arts with a specialization in Animation, prepares students for careers in 3D computer animation, video game development, and emerging industries employing 3D computer graphics. Topics include the full CG pipeline, film analysis and storytelling, digital painting, and demo reel development.

The program is intended to serve professionals updating and refining their job skills and students preparing for a career in animation. The program integrates classroom instruction with hands-on production experience in a learning environment that encourages the collaborative process inherent in professional practice.

The Associate in Science degree, New Media Arts with a specialization in Animation, will introduce students to the field of 3D computer animation, exploring the complex interplay of theory, aesthetics, technology, and production methodologies.

Associate in Science – New Media Arts with a Specialization in Interface Design:

The Associate in Science degree, New Media Arts with a specialization in Interface Design, prepares students for careers as interface designers with a focus on web design. Interface Design course topics include graphic design, web design, front-end interface programming, typography, graphic symbolism, digital multimedia, and motion graphic design. Additional courses include digital imaging, design history and portfolio development.

The program is intended to serve students preparing for a career in interface design and professionals updating and refining their job skills. The program integrates classroom instruction with hands-on production skills in a learning environment that encourages the full design process for interface design as dictated by the industry and utilized in the field.

The Associate in Science degree, New Media Arts with a specialization in Interface Design, will introduce students to the theory, technology, aesthetics, business, and production process of interface design.

2. Analysis of the Program/Unit

The NMA program has continued to demonstrate academic excellence both locally and nationally, in both the Animation and Interface Design specializations. Multiple Pele Awards, which recognize the best in Hawai'i industry achievements, have been garnered by NMA student work over the past three years. The NMA program has also achieved four prestigious national ADDY awards in Animation/Motion Graphic Design, Illustration, Website Design, and Packaging Design. The American Advertising Award (ADDY), which recognizes and rewards creative excellence, is the industry's largest and most representative competition.

In 2020, NMA initiated a change to their Classification of Instructional Programs codes (CIP), whereby more precise Standard Occupational Classifications (SOC) will be crosswalked to a shared Creative Media CIP, more accurately capturing Demand Indicators at both state and county levels. This revision will enhance workforce reach and the availability of Perkins funding for all CM campus programs, and was supported by ACM-S administration.

In SP2020, as the COVID-19 pandemic pushed the delivery of classes online, NMA faculty advanced the initiatives developed via support of Kapi'olani's Teaching Online Prep Program (TOPP), and pivoted to a fully online curriculum. In AY2020-2021, 100% of NMA classes went online, combining synchronous and asynchronous modalities with cost-free industry development tools (e.g. Discord, Slack) and system-wide access to Laulima, allowing for fluid expansion of our cohort enrollment. ART112, a gateway class for NMA, had their maximum enrollment counts increased from 15 to 20 students for SP2021.

As NMA moves into the future, face-to-face, hybrid, and online classes will be re-evaluated and adjusted; continued online availability is being determined to serve as an option to neighbor islands students and those who are unable to attend face-to-face classes.

Overall program health is deemed **CAUTIONARY**.

Demand Health: PROGRESSING

New and replacement county positions divided by graduates. Specifically: (Rolling 3-year average of New and Replacement Positions (County Prorated #2) divided by (Rolling 3-year average of the Number of Students Achieving an AS, AAS, or Terminal Certificate (#20a, b, c or d)

Benchmark Values;

- HEALTHY: ≥ 1.5
- PROGRESSING: < 1.5 and ≥ 0.5
- NEEDS ATTENTION: < 0.5

2022 Kapi'olani Community College ARPD

Program: Hawaiian Studies

Table 1: Demand Indicators

#	Demand Indicator	2019-2020	2020-2021	2021-2022
1.	New and Replacement Positions (State)	18	18	18
2.	New and Replacement Positions (County Proraated)	13	13	14
3.	Number of Majors	50	48	40
3a.	Number of Majors Native Hawaiian	2	2	9
3b.	Fall Full-Time	73%	68%	70%
3c.	Fall Part-Time	27%	32%	30%
3d.	Fall Part-Time who are Full-Time in System	0%	0%	0%
3e.	Spring Full-Time	84%	70%	81%
3f.	Spring Part-Time	16%	30%	19%
3g.	Spring Part-Time who are Full-Time in System	0%	0%	3%
4.	SSH Program Majors in Program Classes	969	885	765
5.	SSH Non-Majors in Program Classes	90	60	75
6.	SSH in All Program Classes	1059	945	840
7.	FTE Enrollment in Program Classes	35	32	28
8.	Total Number of Classes Taught	31	29	29

The New Media Arts program has increased the number of Native Hawaiians in NMA by seven students, the most majors for the program. In AY20-21 the percent of Fall Full-Time students did decrease. However, in AY21-22, the percentile for Fall Full-time as well as Spring Full-time increased.

Efficiency Health: HEALTHY

Table 2: Efficiency Indicators

#	Efficiency Indicators	2019-2020	2020-2021	2021-2022
9.	Average Class Size	11	10	18
10.	Fill Rate	75.9%	73.6%	62.1%
11.	FTE BOR Appointed Faculty	2	2	2
12.	Majors to FTE BOR Appointed Faculty	25	24	20
13.	Majors to Analytic FTE Faculty	17	16	13
13a.	Analytic FTE Faculty	3	3	3
14.	Overall Program Expenditures	\$505,165	\$436,564	\$430,749
14a.	General Funded Budget Allocation	\$364,780	\$435,867	\$421,239
14b.	Special/Federal Budget Allocation	\$72,219	0	0
14c.	Tuition and Fees	\$68,166	\$697	\$9,510
15.	Cost per SSH	\$477	\$462	\$513
16.	Number of Low-Enrolled (<10) Classes	6	11	15

2022 Kapi'olani Community College ARPD

Program: Hawaiian Studies

Efficiency Health

Definition/Description: Uses two metrics, Class Fill Rate (#10) and Majors to FTE BOR Appointed Faculty (#12). The benchmark for each metric are calculated separately, and then the average of the two scores are used.

First indicator, Class Fill Rate:

- Healthy: 75% - 100%
- Progressing: 60% - 74%
- Needs Attention: < 60%

Second indicator, Majors to FTE BOR Appointed Faculty (also called Student/Faculty Ratio): For programs where no capacity measures exist, the calculation is as follows:

- Healthy: 15 - 35
- Progressing: 36 – 60 or 7 – 14
- Needs Attention: 61+ or < 7

Final health call scoring: Assign each element a score:

- Healthy: 2
- Progressing: 1
- Needs Attention: 0

Subsequently, find the average of the two scores to assign the health call for program efficiency:

- Healthy: 2
- Progressing: 1
- Needs Attention: 0

Health call for Efficiency is Healthy. There may be a discrepancy in #11 FTE BOR Appointed Faculty. It states that there are two, however, we have four full-time BOR appointed faculty.

Effectiveness Health: PROGRESSING

Table 2: Effectiveness Indicators

#	Effectiveness Indicators	2019-2020	2020-2021	2021-2022
17.	Successful Completion (Equivalent C or Higher)	88%	83%	87%
18.	Withdrawals (Grade = W)	26	14	12
19.	Persistence Fall to Spring	87%	88%	86%
19a.	Persistence Fall to Fall	63%	54%	72%
20.	Unduplicated Degrees/Certificates Awarded	17	13	10
20a.	Degrees Awarded	17	13	10
20b.	Certificates of Achievement Awarded	0	0	0
20c.	Advanced Professional Certificates Awarded	0	0	0
20d.	Other Certificates Awarded	0	0	0

2022 Kapi'olani Community College ARPD

Program: Hawaiian Studies

21.	External Licensing Exams Passed	-	-	-
22.	Transfers to UH 4-yr	7	8	2
22a.	Transfers with credential from program	6	8	1
22b.	Transfers without credential from program	1	0	1

Effectiveness Health

Definition/Description: Uses two metrics, Unduplicated Degrees/Certificates Awarded (#20) and Persistence Fall to Spring (#19). The benchmark for each metric are calculated separately, and then the average of the two scores are used.

The first indicator is “Increasing the Number of Degrees and CAs awarded by 5% per year”, for which the calculation is the percent change of Unduplicated Degrees/Certificates Awarded from the prior year.

- Healthy: 5% or higher
- Progressing: 0 to <5%
- Needs Attention: negative percentage

The second indicator is Persistence Fall to Spring, in the same major:

- Healthy: 75% - 100%
- Progressing: 60% - 74%
- Needs Attention: < 60%

Final health call scoring: Assign each indicator a score:

- Healthy: 2
- Progressing: 1
- Needs Attention: 0

Six possible outcomes:

- $H+H=(2+2)/2 = 2$
- $H+C=(2+1)/2 = 1.5(\text{roundupto}2.0)$
- $H+U=(2+0)/2 = 1$
- $C+C=(1+1)/2 = 1$
- $C+U=(1+0)/2 = 0.5(\text{roundupto}1.0)$
- $U+U=(0+0)/2 = 0.0$

Effectiveness Health Call score:

- Healthy: 2
- Progressing: 1
- Needs Attention: 0

The goal is to increase the number of degrees/certificates by 2 in 2022-2023.

2022 Kapi'olani Community College ARPD

Program: Hawaiian Studies

#	Distance Indicators	2019-2020	2020-2021	2021-2022
23.	Number of Distance Education Classes Taught	0	29	27
24.	Enrollments Distance Education Classes	0	298	261
25.	Fill Rate	0%	74%	64%
26.	Successful Completion (Equivalent C or Higher)	0%	83%	87%
27.	Withdrawals (Grade=W)	0	14	12
28.	Persistence (Fall to Spring Not Limited to Distance Education)	0%	80%	75%

As expected due to the COVID-19 pandemic, there was an increased demand for distance education courses. The demand skyrocketed from zero online courses to 29 in AY20-21. Faculty will continue to monitor the success rates in our distance education courses. At the moment they are doing well.

#	Perkins Indicators	2019-2020	2020-2021	2021-2022
29.	1P1 Postsecondary Placement	33	82.35	Met
30.	2P1 Earned Recognized Credential	33	66.67	Met
31.	3P1 Nontraditional Program Concentration	N/A	N/A	N/A
32.	Placeholder	N/A	N/A	N/A
33.	Placeholder	N/A	N/A	N/A
34.	Placeholder	N/A	0	N/A

#	Performance Indicators	2019-2020	2020-2021	2021-2022
35.	Number of Degrees and Certificates	17	13	10
36.	Number of Degrees and Certificates Native Hawaiian	2	0	2
37.	Number of Degrees and Certificates STEM	0	0	3
38.	Number of Pell Recipients	9	8	5
39.	Number of Transfer to UH 4-yr	7	8	2

Articulation Agreements

- UH-West Oahu BAS with Concentration in Creative Media for both the KapCC NMA Animation and Interface Design tracks
- UH-West Oahu BA in Humanities with Concentration in Creative Media for both the KapCC NMA Animation and Interface Design tracks
- UH-Mānoa BA in Creative Media unofficial transitional agreement for animation majors coming out of KapCC NMA

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 156 Digital Painting

- ART 157 Film Analysis and Storytelling
- ART 159 History of Communication
- ART 202 Digital Imaging
- ART 212 Digital Animation
- ART 222 Digital Multimedia
- ART 226 Computer Graphics II
- ART 229 Interface Design I
- ART246 Computer Graphics III
- ART 249 Interface Design II

3. Program Student Learning Outcomes or Unit/Service Outcomes

Associate in Science – New Media Arts with a Specialization in Animation:

Associate in Science – New Media Arts with a Specialization in Interface Design:

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 of 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 industry.*
- 5. Synthesize the concepts and skills in the creation of a culminating project that integrates conceptual thinking and aesthetic application.*

Courses Assessed in AY 2021 – 2022

Course	# Outcomes	Assessed Y/N	Assessment Results	Resources/Next Steps	Mapping
ART 112 Intro to Digital Arts	12	All 12 outcomes assessed	Benchmark was 70% - Out of 63 students 65.07% met the SLOs		
ART 123 Intro. To Painting	2	All outcomes assessed	Benchmark was 70% of students, or higher will meet the SLOs. 85% met the SLOs.		
ART 128 Interface Prog. I	6	All outcomes assessed	10 out of 10 students meet the benchmark of 70%	Continue to reinforce the principles of interface design through lect. In-class exercises, individual projects and tech demos.	All SLOs meet the PLOs at the Introduced level

2022 Kapi'olani Community College ARPD
 Program: Hawaiian Studies

ART 159 History of Communication Design	7	All outcomes assessed	All students met the 70% or higher benchmark	Online or face-to-face training in academic research and college level writing. Students struggle with college level writing and research. Establish tutor support, access and introduction to library physical and online resources	
ART 202 Digital Imaging	6	All outcomes assessed	Of 13 students, 70% did meet the benchmarks	Continue to reinforce the principles of interface design through lect. In-class exercises, individual projects and tech demos.	SLOs have been mapped to PLOs. All SLOs meet the 5 outcomes at the Developing Stage. Furthermore, the 6 SLOs meet the Communicate effectively PLO at the Developing, Reinforced and Practice stage.
ART 226 3D Computer Graphics II	6	All outcomes assessed	Of 10 students, only 40% of the students met the benchmark of 2.0 or higher.	Heighten awareness of synchronous online support for students affected by the pandemic. Current assessment methods include students that have Withdrawn and/or switched to CR/NC and received NC; this may be revised. Continue to encourage student research, the creative process, and engagement with industry standard technologies and techniques to reflect upon their learning as they integrate their new knowledge into their assignments.	SLOs have been mapped to PLOs. All SLOs meet the 5 outcomes at the Developing Stage. Furthermore, the 6 SLOs meet the Communicate effectively PLO at the Developing, Reinforced and Practice stage.
ART 249 Interface Design II	6	All outcomes assessed	Of 11 students, all 11 met the benchmark of 2.0 or higher	Continue to encourage student research, the creative process, and engagement with industry standard technologies and techniques to reflect upon their learning as they integrate their new knowledge into their assignments.	All SLOs meet the PLOs at the Introduced level. Also, all SLOs meet the Communicate effectively PLO at the Reinforced level.
ART 258 Interface Programming II	6	All outcomes assessed	Of 7 students at least 70% met the 2.0 or higher benchmark.	Continue to reinforce the principles of interface design, professionalism, accountability, and reliability through course resources, lectures, lessons, and assignments.	All SLOs meet the PLOs at the Introduced level. Also, all SLOs meet the Communicate effectively PLO at the Reinforced level.
ART 285 Interface Design Studio	6	All outcomes assessed	Of 6 students, at least 67% of them met the 2.0 or higher benchmark.	Continue to encourage student participation, collaboration, and professional communication skills through critiques, small group reviews, and group exercises.	
ART 293 Internship	5	All outcomes assessed	Of 7 students, all students met the benchmark.	Continue to encourage student participation, collaboration, and professional communication skills through critiques, small group reviews, and group exercises.	All SLOs meet the PLOs at the Introduced level. Also, all SLOs meet the Communicate effectively PLO at the Reinforced level.

4. Action Plan

STRATEGIES

(New Media Arts)

1. NMA will continue to work with the A&S academic dean to seek funding for major upgrades to the

2022 Kapi'olani Community College ARPD

Program: Hawaiian Studies

labs and special projects to assist in achieving standards.

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.

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.

4. NMA will continue to host the annual Demo Reel and Design Portfolio Presentation Event

5. NMA faculty members will give presentations at high school career fairs and professional conferences.

5. Resource Implications

While the lingering uncertainties of the COVID-19 pandemic make any kind of forecasting difficult, if not impossible, resource implications are anticipated to include, but not be limited to:

- Funding for online / computer software (e.g., plagiarism-detection, 3D brain modeling, digital presentations) to help improve student learning outcomes.
- Funding for non-instructional teaching equivalencies to support curriculum development.
- Funding for professional development to improve course and program learning outcome assessment processes.
- Funding for lab monitors to help improve student learning outcomes.

The number one (#1) item that NMA and/or ACM-S cannot purchase for itself are Adobe Creative Cloud licenses. These must be purchased through outside funding as ACM-S will not fund anything that is subscription based. For the past several years I've been able to secure federal funding, but these revenues aren't guaranteed or may be depleted. Prior to this year, NMA purchased 70 Adobe licenses in 2-year increments for students and faculty. These licenses were also shared with non-NMA instructors in the Art Department. While somewhat more efficient to purchase in 2-year increments, it is easier for vendors for supply licenses annually. Annual purchases also have a more predictable scheduling cost. Based on trends over the past few years, we estimate our new annual costs for Adobe licenses to be approximately as follows:

2023: \$19-20K

2024: \$19-20K

2025: \$20-21K

2026: \$20-21K

2027: \$21-22K

Additionally— a HEERF was previously submitted to renovate Koa. While the proposal was approved (see here- <https://hawaii.kualibuild.com/app/builder/#/my/submissions/613ef96c11337a5001c1191e>), it stalled with other HEERF proposals.

The HEERF proposal was for \$60K, renovating 2 classrooms at \$30K each. NMA has acquired funding from ACM-S to be spent down by the end of this fiscal year. NMA would be interested in contributing toward half the expense of one classroom— approximately \$15K. In the case that the campus is prepared to take on half of the expenditure for renovating a single classroom (\$15K), we would like to allocate a portion for this. If not, please let us know as soon as possible.

6. Optional: Edits to Occupation List for Instructional Programs

In 2020, NMA initiated a change in their Standard Occupational Classification (SOC).

Description: Create special effects or animations using film, video, computers, or other electronic tools and media for use in products, such as computer games, movies, music videos, and commercials.