

Instructional Comprehensive Program Review: New Media Arts 2013-16

College Mission Statement

Kapi'olani Community College:

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- strives to provide the highest quality education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.
- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

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

Over the past three years, NMA ARPD's have indicated that the NMA program is healthy and making appropriate changes and developments to maintain its success in alignment with the goals set forth by the local industry, college tactical plans, strategic plans, long-range development plans, and national accrediting bodies.

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.

In 2012, the NMA overall program health score was **Healthy** in all categories. 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

History

The New Media Arts program first began in 1997 and now offers as 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).

The following is a representation of key events which have taken place in the time period represented by this Comprehensive Program Review, 2009-2012.

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 2009-2012, 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 of an additional full-time NMA interface design faculty member was aligned with KapCC 1008-2015 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 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 285 Animation Studio

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

- ART 127 Graphic Symbolism
- ART 155 Information

In the summer of 2011, the 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.

Program Goals: A&S Tactical Plan, Strategic Outcomes

- Become the leading indigenous-serving higher education institution & support the access & success of Native Hawaiian students;
- Increase the educational capital of the state by increasing the participation and degree completion of students;
- Address critical workforce shortages and prepare students for effective engagement and leadership;
- Recognize and invest in faculty and staff and develop innovative learning environments in which to work.

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.

Credentials and Licensures offered:

N/A

Faculty and Staff

Annual FTE Faculty:	2.25 (2 FT faculty; 0.25 counselor)
Annual FTE Staff:	1.0 (APT)
Lecturers/Adjunct Faculty	10 (approx/varies year-to-year)
Majors	69 (from ARPD 2011-12)

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, Title III), and various other external sources (e.g. PCATT). Some funding is allocated to the four departments which 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 hi-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 \$100,000 per year. The breakdown is as follows:

NMA Budget Item:	Approx. Cost:
NMA Lab Hardware Upgrades (1 NMA lab per year, 17 computers)	\$50,000.00
Software Licenses (Adobe Creative Suite, Autodesk Maya, Mudbox, & other random software such as Font Managers, etc.)	\$12,500.00
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
TOTAL:	\$100,000 per year

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 80-100 and is open to the public.

Articulation Agreements

The New Media Arts degree is principally a program designed to prepare students for immediate employment. While the College has several articulation agreements in place, no NMA-specific articulation agreements are currently in place. To provide a stronger pathway to a baccalaureate degree, conversation with UH West O’ahu and other potential partners continues to be guided by the UH system.

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.

Part III: Quantitative Indicators for Program Review (ARPD for 2009-10, 2010-11, & 2011-12)

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

Demand Indicators

NMA demand indicators are healthy, with a marginal increase in the number of program majors* and a stable number of total course offerings. For AY2011-2012, SOC codes were updated which resulted in an increase in the number of New & Replacement Positions County Prorated (Demand Indicator #2) to 24, which is a more accurate reflection of the local industry needs than the data provided in previous years and indicates a healthy balance with the number of majors, (currently 69 - Demand Indicator #3).

**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. 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.*

Efficiency Indicators

Average class size and fill rate are healthy, both with a slight increase. The current Student-to-Faculty Ratio (69-4 in AY2011-12) is healthy at 17.25.

Effectiveness Indicators

In AY2011-12, the number of degrees awarded was healthy (30), but this is not the case every year and remains an ongoing concern for the program. If all NMA cohorts were full and all majors graduated in two years, the benchmark number of graduates each year should be 30. Likewise, persistence of majors is currently healthy (87%), but is another area of concern 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 to keep persistence high.

Part IV: Curriculum Revision and Review

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 V: Survey Results

Over the three years of this CPR, no surveys were administered specifically to New Media Arts students. Key surveys which 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.

Part VI: Analysis of the Program

Alignment with mission

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

KCC Strategic Plan 2008-2015:

- STRATEGIC OUTCOME B: Hawai'i's Educational Capital - Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.
- STRATEGIC OUTCOME C: Economic Contribution - Contribute to the state's economy and provide a solid return on its investments in higher education through research and training.
- STRATEGIC OUTCOME D: Globally Competitive and Collaborative Workforce - Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.

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, since NMA full-time faculty can not teach all of the courses listed as part of the two degree requirements, and finding qualified lecturers with the necessary skills has been difficult. Furthermore, retaining 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 has yet to be determined.
- 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.
- 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.

Current Situation: External

Externally, the NMA program is affected by the local economy and employment in the fields of animation and interface design. Interface design and related industries continue to grow here in Honolulu, with graduates consistently being employed by several local businesses. The animation industry continues to grow, despite the unfortunate closure of Hawaii Animation Studios (HAS), which was a significant partner with NMA and employer to many NMA graduates.

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 helpful tools for reflection and program improvement. It coincides with course-level assessment, monthly NMA program meetings, NMA curriculum sub-committees, NMA feedback collected from NMA students, and input from our NMA Advisory Board.

Program SLOs	Evidence of Industry Validation	Assessment Strategy/ instrument	Results of Program Assessment from the last 3 Years	Plan for Improvement
1. Apply knowledge of the theory, history, and principles of design and/or animation.	NMA Advisory Board Approval – <i>voted on Dec. 4th, 2008</i>	NMA Program SLO Assessment Rubric (Grid) – <i>see attached</i>	Score (1-4): 1 - 2 - 8.33% 3 - 50% 4 - 41.66%	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. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.	NMA Advisory Board Approval – <i>voted on Dec. 4th, 2008</i>	NMA Program SLO Assessment Rubric (Grid) – <i>see attached</i>	Score (1-4): 1 - 2 - 8.33% 3 - 25% 4 - 66.66%	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. Participate as a team member to make collaborative decisions toward shared objectives with civility, interpersonal skills, and a respect for cultural diversity.	NMA Advisory Board Approval – <i>voted on Dec. 4th, 2008</i>	NMA Program SLO Assessment Rubric (Grid) – <i>see attached</i>	Score (1-4): 1 - 2 - 3 - 25% 4 - 75%	Maintain. Encourage quieter students to play larger roles in team projects and critiques.
4. Communicate effectively both visually and verbally in the classroom, community, and/or industry.	NMA Advisory Board Approval – <i>voted on Dec. 4th, 2008</i>	NMA Program SLO Assessment Rubric (Grid) – <i>see attached</i>	Score (1-4): 1 - 2 - 3 - 8.33% 4 - 91.66%	Maintain. Encourage quieter students to speak up more.

Program SLOs	Evidence of Industry Validation	Assessment Strategy/ instrument	Results of Program Assessment from the last 3 Years	Plan for Improvement
5. Synthesize the concepts and skills in the creation of a culminating project that integrates conceptual thinking and aesthetic application.	NMA Advisory Board Approval – voted on Dec. 4 th , 2008	NMA Program SLO Assessment Rubric (Grid) – see attached	Score (1-4): 1 - 2 - 3 - 33% 4 - 66%	Maintain. Encourage students to go above and beyond in presenting their capstone work to compete with industry.

Next Steps in Assessment and Improvement Strategies:

NMA is considering increasing the sample size to increase the reliability of the data set. NMA has a small student population with capstone work that is large and complex in nature, so NMA has been utilizing a stratified sampling strategy, which enables the assessment team to evaluate a smaller random sample set that meets certain pre-determined criteria to ensure that it best represents the larger set. This strategy takes into account multiple factors that are unique to the nature of the NMA program. NMA faculty are aware that a more reliable route would be to evaluate more (or all) students, so it is considering making potential changes for the future.

Part VII: Tactical Action Plan, 2013-16

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 which meet the needs of specific programs such as NMA, have been added into a second “Strategies” section below.

<p>STRATEGIC OUTCOMES (KCC Strategic Plan)</p>	<ul style="list-style-type: none"> A Become the leading indigenous-serving higher education institution & support the access & success of Native Hawaiian students B Increase the educational capital of the state by increasing the participation and degree completion of students D Address critical workforce shortages and prepare students for effective engagement and leadership E Recognize and invest in faculty and staff and develop innovative learning environments in which to work
--	--

<p>PERFORMANCE MEASURES</p>	<ol style="list-style-type: none"> 1 Support employee recruitment, training, and retention to increase student success in transfer-level courses (B3) 2 Implement a process for the regular review of courses and programs (D10) 3 Increase student “success” as defined by persistence, graduation, and transfer rates for Native Hawaiian and non-Hawaiian students (D4) 4 Gather useful data to inform decision-making 5 Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership team committed to strategic outcomes and student-centered performance measures (E1)
<p>STRATEGIES (Arts & Sciences)</p>	<ol style="list-style-type: none"> 1 Re/design and create courses which include innovative pedagogy, updated content, and alternative delivery methods (B3) 2 Support programs and faculty initiatives that promote student engagement, learning, and achievement 3 Complete a cycle of learning outcomes assessment in general education diversification areas and all programs of study and use program assessment results to implement improvements (D10) 4 Align course and program outcomes 5 Continue the five-year curriculum review process (D10) 6 Provide orientation, training, and support to new faculty and professional development for continuing faculty (E1) 7 Provide appropriate staffing, workspaces, and/or resources as needed to support student engagement, learning, and achievement

<p>STRATEGIES (New Media Arts)</p>	<p>8 NMA will continue to work with the A&S academic dean to seek funding for major upgrades to the labs and special projects to assist in achieving standards.</p> <p>9 NMA will maintain its NMA website, providing information including visual samples and exhibition space for NMA graduates of their demo reels and multimedia portfolio.</p> <p>10 NMA will collect data from graduates to help track where they go after graduation and to assess student success after completion of their degree.</p> <p>11 NMA will continue to host the annual Demo Reel and Design Portfolio Presentation Event</p> <p>12 NMA faculty members will give presentations at high school career fairs and professional conferences.</p> <p>13 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.</p>
<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, & Testing</p> <p>Achieving the Dream initiative & 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>
--	---

Part VIII. Resource and Budget Implications

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.

APPENDICES

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 - Total Reviewed: 28

Numerical Data

- Courses which were completed as part of 5-year review: 28
- Inactivated: 17
- Experimental: 1
- Independent Study: 1
- Courses Not Accounted For: 0
- Courses requiring action: 0

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
General Education Requirements (15 credits)					
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
New Media Arts Interface Design Requirements (63 credits)					
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:

Animation	PLO 1 - Knowledge	PLO 2 – Problem Solving	PLO 3 – Team Member	PLO 4 - Communication	PLO 5 - Synthesis
General Education Requirements (15 credits)					
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
New Media Arts Animation Requirements (54 credits)					
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

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