HAWAIʻI COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT

Digital Media Art

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Review Period
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Initiator: Violet Murakami

Writer(s): Violet Murakami

Program/Unit Review at Hawaiʻi Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed

Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see http://hawaii.hawaii.edu/program-unit-review/

Program Description

Please provide a brief description of your Program. Include your Program Mission statement.

The Digital Media Arts (DMA) program at Hawai'i Community College at present offers a 21-credit hour Certificate of Completion (C.C.) intended to prepare students for a variety of entry-level work: in Graphic Design, Webpage Design (also known as Interface Design), Digital Video, Digital Photography, 2-D Animation and 3-D Computer Graphics. The curriculum includes the study of traditional studio arts (i.e. drawing, design, photography) and with the new digital media arts technologies to meet the multimedia technology training needs of the state.

Part I. Review of Program Data

Go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your program.

http://www.hawaii.edu/offices/cc/arpd/

Part II. Analysis of the Program

Based on the ARPD data in Part 1, analyze the Program in terms of Demand, Efficiency, and Effectiveness. Include significant Program actions (e.g., new certificates, stop out, gain/loss of positions) and results of prior year's action plan. Include analysis of any Perkin's Core Indicator(s) for which the Program's goal was not met. Also discuss any trends or other factors (internal/external) affecting the Program and analyze other Program changes or information not included elsewhere.

Demand Health UNHEALTHY	Efficiency Health CAUTIONARY	Effectiveness Health CAUTIONARY
DMA continues to have an UNHEALTHY demand indicator	The Average Class size (Efficiency Indicator #9) is 9.1. The Class Fill	Number of Unduplicated Degrees/Certificates awarded (6) to

score due to the high number of majors (31 - Demand Indicator #3) being significantly greater than the number of new and replacement positions available that are county prorated (0 positions - Demand Indicator #2.) Demand Indicators will continue to be UNHEALTHY as long as we are given just ONE CIP code for our Standard Occupational Classification (SOC) code which is unfortunate. The CIP code changed from 10.0304 which we were given last year 2013-14: Animation, Interactive Technology, Video Graphics and Special Effects to CIP 11.0801 which is Web Page, Digital/Multimedia and Information Resources Design. We would like to be able to have multiple CIP codes since our students are able to work in CIP codes: 10.0399: Graphic Communications, Other. 50.0102: Digital Arts, 50.0699:Film/Video and Photographic Arts in addition to the above two CIP codes. The dataset that was used to determine the demand indicator (unhealthy) of the DMA program indicates an excess of supply over demand. According to the data provided, the average annual new and replacement positions is 1 (Demand Indicator #1) at the state level and 0 positions (Demand Indicator #2) at the county level. As stated above this is not an accurate reflection of the state of the local job market for our graduates with a single CIP code: 11.0801 for Web Page, Digital/Multimedia and Information Resources Design None of the other job descriptions or codes such as (Digital) Photographer, Animator,	Rate (Efficiency Indicator #10) is 48.9%. Although the Budget Allocation sections and the SSH numbers #14 – 15 were not reported yet, the relatively high low-enrolled classes #16 (15) to the total number of classes taught #8 (24) is high, giving the efficiency score of CAUTIONARY.	number if Majors (31) is around 19% which gives a CAUTIONARY effectiveness call. Further the # of Persistence Fall to Spring was 54.2, a "CAUTIONARY" call. In general the DMA program has been doing better than last year even with a lowered enrollment. However, the problem of the single CIP code will continue to haunt the program and create an unrealistic UNHEALTHY demand indicator as long as this is not corrected and rectified. The new proposed AS degree in Creative Media and the subsequent funding support by Chris Lee at UHWO in anticipation of the 2 + 2 degree program brings a sense of renewal as the program continues to grow.

Video Editor, Cinematographer, Graphic Designer and Self-Employed Business Owner is used to determine this number. The program prepares students for these jobs and more. Furthermore, once prorated, the number is reduced to the point that the number of prorated available new positions in our county is so low (0 positions) that DMA will most likely always be classified as "Unhealthy" using only this data source. Often times DMA graduates work as self-employed freelancers, which is a common practice in DMA-related fields, but are not accounted for within the provided data. In fact, the number one industry for DMA fields, according to the CIP website, is "self-employment." DMA is assigned the CIP code #11.0801. It is unclear why other CIP codes that DMA prepares students for as well is not included such as CIP code #10.0399: Graphic Communication and others which should help bring our Demand Indicator call to "Cautionary" if not "Healthy". Although it may seem that student interest in the Digital Media Arts program has dropped from 33(AY13-14) majors to 31, this is also misleading. Again, the primary reason could be that the new financial aid rules has forced, otherwise DMA declared majors, to be declared as Liberal Arts majors to receive the financial aid needed to attend school. LA declared majors has increased in our class enrollment whereas the declared DMA majors has decreased. Additionally, when evaluating the data, it is important to note the sequence of DMA classes a student is advised to take and the limited rotations of classes in the program each semester. Here is the sequence		

of classes we advise students to take: First semester: Art 112, Art 115, (and Ent 120, and/or optional class) Second semester: Art 202, Art 209, (and Art 293 to finish C.C. in one year) Or Third semester: Art 293 and Ent 120(requires students to finish in 3 semester) Note the cohort that matriculates to the second semester is limited to the Art202 and Art209 class capped at 18 students per class/semester, 18 X 2 semesters for a total of 36 majors per year, and that is the benchmark by which this figure should be measured. The18 - student-max per cohort number is determined by space limitations, specifically the number of computers capable of fitting into the DMA lab. Our # Native Hawaiian majors is the same as last year and although our Fall Full-time students has decreased to 17% from 22% last year, the Fall P-T students has increased to 83% from78% the previous year.		

Overall Health **CAUTIONARY**

As for the Perkins goals, we did not meet Goals 29: Technical Skills Attainment, 30: Completion , 32: Student Placement, and 34: Nontraditional Completion. We met 31: Student Retention or Transfer and 33: Nontraditional Participation. Our numbers for the goals not met (29, 30, 32, 34) are all zeros (0) so I'm not sure what this means for the DMA program; perhaps the numbers may

have been too small in the areas above or insignificant to be counted and therefore were given a factor of 0?

Part III. Action Plan

Describe in detail the Program's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission and can lead to improvement(s) in student learning. Include specific action plans to address any ARPD Health Call scores of "Cautionary" or "Unhealthy," and any Perkin's Core Indicator(s) for which the Program's Goal was not met.

The DMA program has been involved in a consortium with KauaiCC, UHMC to develop a 2+2 AS program in Digital Media Arts with the Bachelor of Applied Science in Creative Media at UHWO. The AS degree proposal was submitted to the AAA committee in the Fall semester with a tentative approval. Currently, the coordinator is revising the proposal to submit to the BOR's subcommittee sometime in the Spring 2016 semester. Additionally, the articulation coordinator of UHH is involved in assisting the 2 + 2 degree with UHH. We are waiting for UHH to propose the upper division courses for the 2 + 2 degree.

Our Demand Health Call will continue to be UNHEALTHY since we cannot use multiple CIP codes for New and Replacement County jobs. For the Efficiency Health call, we have an enrollment cap of 18 for our classroom due to the number of workstations available. I would like to see that included in the calculation of our Efficiency Health call. The fill rate for the lower division courses is high, but the upper 200-level courses remains low even with one of the required class being offered on-line which surprisingly filled extremely low. Since this is the first smestser we've offered the 200 level class on-line, we may have to revisit the offering of this class through Distance Ed. if it continues to be low. For Effectiveness, we have a high number of majors to FTE BOR appointed faculty; 31 to 1 and a low graduation rate: 31 majors to 6 graduating our program. We hope the numbers will improve once the AS degree is in place.

Part IV. Resource Implications

Please provide a brief statement about any implications of current operating resources for the Program.

Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai'i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative's Goal, Action Strategy, and Tactic. HAWCC Strategic Plan

The DMA program is not currently requesting any funds from the institution for operating the program except to provide for the lecturer salaries and student workers to assist in the operating of lab hours. Currently, we are sharing a lab/classroom with the HLS program: rm 381-17.

The DMA program is working on a consortium 2 + 2 AS transfer degree to UHWO's BAS in Creative Media program along with Kauai and UHMC. Additionally, a 2 + 2 transfer degree is also being proposed for a pathway to UHH's Art Dept. This pathway initiative aligns with HawCC's HGI Action Strategy 2: Establish pathways for all degree programs, including transfer pathways from the community college.

Part V. Comprehensive Review Information

Please provide a short summary regarding the last comprehensive review for this program. Discuss any significant changes to the Program since the last comprehensive review that are not discussed elsewhere.

The last comprehensive review for the DMA program was in 2012. Since then, a Program Review has been written annually and there are no significant Program changes that have not been discussed in the last program review.
The DMA Program is now considered a STEM (Science, Technology, Engineering and Math) program with the change to a different CIP code: 11.0801 : Web Page, Digital/Multimedia and Information Resources Design.

Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):

http://hawaii.hawaii.edu/program-unit-review/docs/2012_dma_comprehensive_program_review.pdf

Part VI. Program Student Learning Outcomes

For all parts of this section, please provide information based on the PLOs (P-SLOs) that were assessed through PLO-aligned course assessments in AY 2014-15.

A) Evidence of Industry Validation (CTE Programs)

[General Pre-Professional Programs can skip industry validation.]

Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, you may submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in assessment(s).

At the last meeting of the DMA Advisory Board in Feb. 2015, the committee approved the CLO's and PLO's of the Program and continued assessment of both.

B) Expected Level of Achievement

For each Course assessed in AY 2014-15: Discuss the rubric(s) standards and the benchmark goal(s) for student success (e.g., "85% of students will achieve Excellent or Good ratings in the assessed activity" or "90% of students will score Meets or Exceeds Standards on the assessment rubric").

	Assessed Course Alpha, No., & Title	Expected Level of Achievement
	Art 115 Foundation Studio: 2 D Design	70% of the artifacts assessed by the Assessment Team will meet or exceed expectations.
	Art 125 Intro to Graphic Design	80% of the artifacts collected will meet or exceed expectations
	Art 202 Digital Imaging	The expectation for student achievement is that 70% of the student works/artifacts will either meet or exceed expectations.
	Art 113 Foundation Studio: Drawing	70% of the artifacts will either meet or exceed expectation.
	Art 107D Intro to Digital Photography	79% of the artifacts collected will either meet or exceed expectations.

C) Courses Assessed

List all Program Courses assessed during AY 2014-15. Also list Program Courses for which a follow-up "Closing the Loop" assessment was implemented in AY 2014-15.

Assessed Course Alpha, No., & Title	**Semester assessed**	**PLO-aligned CLOs that were assessed**
Art 115 Foundation Studio: 2 D Design	Fall 2014	1) Demonstrate proficiency in using the elements of design and the principles of composition. **DMA PLO 2** 2) Utilize compositional skills to create successful two-dimensional pictorial work. **DMA PLO 2** 3) Effectively communicate visual information. **DMA PLO 2** 4) Demonstrate the ability to activate the concept of the picture plane. **DMA PLO 2**

Art 125 Intro to Graphic Design	Fall 2014	1) Create and develop graphic designs with an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful messages. **DMA PLO 2** 2) Demonstrate fluency in professional terminology for the graphic design and print industry. **DMA PLO 2** 3) Demonstrate technical and expressive fluency in industry-standard software to produce graphic design layouts that are print-ready digital files. **DMA PLO 1**
Art 202 Digital Imaging	Spring 2015	1) Create digital artworks utilizing appropriate computer graphics software. **DMA PLO 1** 2) Create digital images suitable for printing or multimedia applications. **DMA PLO 1** 3) Demonstrate competency in various aspects of digitizing, importing, and exporting images. **DMA PLO 1** 4) Present a digital portfolio in a professional manner. **DMA PLO 4**
Art 113 Foundation Studio: Drawing (Elective in DMA Program – also LBARTS Elective)	Spring 2015	1) Express concepts or ideas, and render them visible. **LBRT PLO 7** 2) Utilize drawing as a method or recording and developing ideas. **LBRT PLO 7** 3) Use drawing tools as an alternative mode of communication, interpretation and expression. **LBRT PLO 7** 4) Describe, interpret, reflect, compare and assess visual works and express these thoughts using vocabularies of art. **LBRT PLO 7**
Art 107D Intro to Digital Photography	Spring 2015	1) Demonstrate full knowledge of the digital SLR components. **DMA PLO 1** 2) Demonstrate complete understanding of exposure. **DMA PLO 2** 3) Use the computer as a tool for darkroom processing. **DMA PLO 1** 4) Present a digital portfolio in a professional manner. **DMA PLO 1, 4**
"Closing the Loop" Assessments Alpha, No., & Title	**Semester assessed**	**PLO-aligned CLOs that were assessed**

None of the courses required a Closing the Loop Assessment		
Art 115 Foundation Studio: 2 D Design		Revise rubric to possibly include more explanation on what meets or exceeds explanation next time ART 115 is assessed.

D) Assessment Strategy/Instrument

For each Course assessed in AY 2014-15, provide a brief description of the assessment strategy, including the type of student work or activity assessed how and when the assessment was conducted, how and why assessed artefacts were selected, and how the artefacts were analyzed.

For ART 115 Copies of all the student Project 7 (Line-Shape-Pattern Design) will be collected from Kaori Langs Art 115 class. The assessment team will consist of three (3) instructors in ART. The assessment rubric was designed with three levels of scoring. 100% of Project 7 were evaluated by the Assessment team in the Fall 2014 semester.

For Art 125 Copies of all the student ePortfolios from Renee Visaya's ART 125 class were collected. The assessment team consisted of three (3) instructors in ART. All the works created in the class were assessed in the Fall 2014 semester. Develop the assessment tool (e.g. rubric) to be used with 4 levels of assessment, Level 0 = does not meet expectations; Level 1 = approaching expectations; Level 2 = meets expectations, Level 3 = exceeds expectations. 100% of the ePortfolios were evaluated by the Assessment team.

For Art 202 The artifacts were collected from the one 202 class: the artifact is the assignment on creating a work in the vein of digital artist Maggie Taylor. The assessment team will consist of two instructors in Art and one graduate of the program. Assessment tool developed (rubric) to be used with 3 levels of assessment, - Level 1 = does not meet expectations; Level 2=meets expectations; Level 3=exceeds expectations. 100% of the project will be evaluated by the Assessment team in the Spring 2015 semester.

Art 113 Foundation Studio: Drawing; Copies of all the student NegativePositive drawing assignment will be collected from the Art 113 classes from the spring 2015 classes. The selection of the assignment was left up to the instructor. The assessment team will consist of three (3) instructors in ART. Similar to the other Art classes in developing the rubrics and 100% of the artifacts will be evaluated by the Assessment team.

Art 107D Intro to Digital Photography The artifact collected is the final portfolio of all the students in the one section of the 107D class from fall 2014 semester. Each student create a digital eportfolio and this was assessed. The assessment team will consist of three (3) instructors in ART. 100% of the eportfolio

will be evaluated by the Assessment team. The assessment tool was developed (e.g.rubric) using 3 levels of assessment: Level 1 = does not meet expectations; Level 2=meets expectations; Level 3=exceeds expectations.

E) Results of Program Assessment

For each Course assessed in AY 2014-15, provide a summative description of the assessment results. Discuss how these results collectively demonstrate achievement of the Program's Learning Outcomes and support the College's Mission.

Courses Assessed	A summative description of the assessment results.
ART 115 Foundation Studio: 2 D Design	All three Course SLO's were rated. The results showed that 81% of the projects met or exceeded the expectations of the SLOs for the course.
Art 125 Intro to Graphic Design	Nine students artifacts were assessed on the two CLO's for Art 125. 90.6% of those submitted either met or exceeded expectation or 47.3% exceeded expectations and 43.3% met expectations.
Art 202 Digital Imaging	The assessment showed that 91% of the artifacts either met or exceeded expectations - 47% exceeded expectations, 26% met expectations and 8% did not meet expectations.
Art 113 Foundation Studio: Drawing	The assessment showed that 87% of the artifacts had either exceeded or met the expectations of the CLOs - 58.6% had exceeded expectations, 28.8% had met expectations and 12.5% did not meet expectations.
Art 107D Intro to Digital Photography	The results of the assessment showed that 88% of the artifacts either exceeded or met the expectations of the CLOs = 58% exceeded expectations, 30% met expectations and 12% did not meet expectations.

F) Other Comments:

In addition to the alignment of the DMA program to the transfer pathways to 4 yr. institutions, we plan to work with the high schools that offer Digital Media Arts courses to make it easier or create a pathway for those students to enter our program**.**

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Program standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used.

G) Next Steps

Based on the Program's overall AY 2014-15 assessment results, describe the Program's intended next steps to enhance instruction in order to improve student learning. Instructional changes may include, for example, revision to curriculum, teaching methods, learning outcome statements, student support, and other options. Please note here if proposed changes will involve Program and/or Course modifications requiring approval.

As a result of the assessments, discussions and plans are on-going to involve all faculty and instructors (lecturers) who are teaching the same course to share course materials and lesson plans in order to have a more cohesive lesson plans. It was also noted at a program meeting that the instructors in the 200 - level classes will be better informed of what is taught in the 100-level courses; in order to better serve and teach the 200 level courses. Additionally, the program needs to work to insure that the Distance Ed. classes and face-to-face classes that are the same courses are integrated – that is teaching the same materials so that the students coming out of the DE classes know the same material as the face-to-face classes.

More recruitment activities: research and work with high schools that have DMA curriculum to advise or have early college classes at the high school to see if this is a good option. One of the concerns is that the student coming out of high school may know the subject matter but are they ready for a college level class or have the soft skills (communication skills, attendance, work ethic, etc. for instance) needed to be ready for college and employment.

Part VII. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds = $_____
Federal Funds = $_____
Other Funds = $_____
Tuition and Fees = $_____

Part VIII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam _____
Number passed _____

[If your program does not utilize external licensures, skip Part IX.]