

UNIVERSITY OF HAWAII COMMUNITY COLLEGES  
ANNUAL INSTRUCTIONAL PROGRAM REVIEW  
PROCEDURES, COMPONENTS, AND MEASURES

Hawa'i Community College  
DIGITAL MEDIA ARTS PROGRAM

Introduction:

Program Mission Statement and brief description of the program including a listing of program level student learning outcomes.

The mission of the Digital Media Arts program is to develop a trained, quality digital media arts workforce in order to meet the demands of the emerging high-tech industry of the state and local community.

History of Program

Hawaii Community College received a grant totaling \$60,000 from the Pacific Center for Advanced Technology Training or PCATT to equip a digital media arts lab in the summer of 2004. The program was initiated in the Fall of 2004 with implementation in the following Fall 2005 semester. Prior to this, Digital media arts courses were offered at the high school level but at that time, there were no digital media courses or program offered at the college level here on the Big Island. As a result, high school students had to leave this island and either relocate to Oahu or the mainland to further their education. A visiting arts faculty came in the fall 2004 semester from Kapi'olani Community College to help HawaiiCC initiate a Digital Media Arts program. The Certificate of Completion program encompasses 21 credits, with 18 credits of Digital Media Arts courses and 3 credits of an option course. The Certificate of Completion in Digital Media Arts encompasses the study of traditional studio arts (i.e. drawing, design, photography) coupled with the new digital media arts technologies to meet the multimedia technology training needs of the state. After researching and consulting with local businesses and publications, the majority of agencies contacted stated that digital media arts education and training were important for students/professionals in this field. The demand has been steadily increasing. The Certificate of Completion in D.M.A. program would be cost-effective for community members seeking education and training in the digital media arts field, as they would not have to leave the Big Island for their education and training. Currently, we are in the second year since it's implementation.

DMA Program Student Learner Outcomes:

1. Use technology effectively to create visual artworks.
2. Gather, analyze and evaluate information visually and critically.
3. Engage aesthetics in everyday life by thinking and communicating visually.
4. Contribute and apply knowledge of aesthetics to the needs of the community.
5. Present a digital portfolio in a professional manner.
6. Prepare students for the workforce.

7. Work effectively as a member of a project team.

Part I. Quantitative Indicators for Program Review

	AY 04-05	AY 05-06	AY 06-07
DMA			
1. Annual new and replacement positions in the State	505	505	505
2. Annual new and replacement positions in the County	10	10	10
3. Number of majors	0	3	12
4. Student Semester Hours for program majors in all program classes	0	12	33
5. Student Semester Hours for Non-program majors in all program classes	0	108	93
6. Student Semester Hours all program classes	0	120	126
7. FTE Program enrollment	0	8	8.4
8. Number of classes taught	0	5	6
9. Determination of program's health based on demand (Health, Cautionary, or Unhealthy)		cautionary	
10. Average Class Size		8	7
11. Class fill rate	0%	97.56%	84%
12. FTE of BOR appointed program faculty	1	1	1
13. Student/Faculty ratio	0:1	3:1	12:1
14. Number of Majors per FTE faculty	0	3	10
15. Program Budget Allocation (Personnel, supplies and services, equipment)	\$420.00	\$47,098.00	\$56,638.00
16. Cost Per Student Semester Hour	\$420.00	\$392.48	\$449.51
17. Number of classes that enroll less than ten students	0	3	5
18. Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)		cautionary	
19. Persistence of majors fall to spring	0%	100%	75%
20. Number of degrees earned (annual)	0	0	0
21. Number of certificates earned (annual)	0	0	2
22. Number of students transferred (enrolled) to a four-year institution in UH	0	0	0
23. Perkins core indicator: Academic Attainment(1P1)	.00%	.00%	100.00%
24. Perkins core indicator: Technical Skill Attainment (1P2)	.00%	.00%	100.00%
25. Perkins core indicator: Completion Rate (2P1)	.00%	.00%	1.00%
26. Perkins core indicator: Placement in Employment Education, and Military (3P1)	.00%	.00%	.00%
27. Perkins core indicator: Retention in Employment (3P2)	.00%	.00%	.00%
28. Perkins core indicator: Non Traditional Participation (4P1)	.00%	.00%	.00%
29. Perkins core indicator: Non Traditional Completion (4P2)	.00%	.00%	.00%
30. Determination of program's health based on effectiveness (Healthy, Cautionary, Or Unhealthy)		cautionary	
31. Determination of program's overall health (Healthy, Cautionary, or Unhealthy)		cautionary	
32. Number of FTE Faculty	0	1	1.2

## Part II. Analysis of the DMA Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of data.

Program Strengths:	
S1	Although the class fill rate has gone down slightly from AY 05-06 of 97.56% to 84% in AY 06-07, this could be attributed to the increase in the number of classes offered which went from 5 in the previous year to 6 in 06-07. The 84% fill rate (#11) in our classes in the 06 – 07 year still shows a demand by students for DMA classes.
S2	The number of majors in our program has quadrupled since the program was launched in 2005 from 3 to 12 (#3).
S3	The number of majors per FTE faculty has jumped from 3 in 05-06 to 10 in 06-07 which again shows demand and is related to S1 above. (#14)
S4	Considering that our class enrollment is limited to 10 (number of computers in the DMA lab), our average class size is 7 or 70% (#11).
S5	The assessments of PLO's are in effect since our students have to take a Practicum course where they will create a capstone project that will evidence what they have learned in all their courses. This is in a digital format and will be their eportfolio, evidence that they can present to a prospective employer of the knowledge they have gained in our program. This eportfolio will also show evidence of all the PLOs that the student has learned or accomplished.

Program Weaknesses:	
W1	The cost of per student semester hours is relatively high (\$449.51) due to the high cost of technology, i.e. software and equipment needs. However, the amount in data #15 is misleading since the lecturer pay in our Program Budget Allocation is calculated according to rank 4 or \$1551 and all of our lecturers are at rank 1 and 24 credits is considered full time and not 30 credits.
W2	There is only 1.2 FTE faculty to teach all the program courses. (#32) As more classes are added to the course

	offerings and the program is growing, we are in need of another FTE faculty to carry the load.
W3	The number of graduates who earned the certificate from our program is still relatively low: 2 (#21). Since our program was launched in the fall of 2005, we have just recently seen two graduates from our certificate program. The number of new and replacement positions in our county is 10 (#2) so we need more graduates that can fill those positions. There are 505 new and replacement positions in the State (#1) so we definitely need more students that can fill those positions. This can be looked at as both a weakness and a strength since we need to produce more graduates to fill these positions annually, we have more work to do.

Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan)

Prior year's action plan:

Action Plan Tasks	Year	Responsible Party
1. Complete articulation agreement with LeeCC, KapCC and HonCC.	2007	Violet Murakami
2. Write and propose 4 Certificate of Competence in the following areas: a. Digital Video, Graphic Design, Digital Photography and Digital Animation (includes 3D)	2007-2008	Violet Murakami
3. Convene Advisory Board meetings as needed for input into program	2007 - 2008	Violet Murakami
4. Create a brochure and other marketing materials for recruitment purposes.	Late 2006	Violet Murakami
5. Hire an Education Specialist to help with recruiting, advising and registering Native Hawaiian students into the program	Late 2006	Violet Murakami
6. Hire another FTE Faculty member to teach as well as assist in program management as needed.	2007 - 2008	Violet Murakami
7. Research the possibility of an A.S. degree in DMA. Write an ATP proposal if warranted.	2008 - 2009	Violet Murakami

Update and changes on prior year's action plan:

1. The articulation agreement is complete for certain DMA courses with LCC, KapCC and HonCC.
2. The 4 Certificates of Competence has been changed to propose an ATP for an A.S. degree #7. More courses needed to be written and proposed before an A. S. degree could be proposed.
3. An DMA Advisory Board was created and the board is advising and giving input to the program.
4. Advertising and recruitment materials have been created.
5. An Educational Specialist has been hired with funds from the Alu Like grant to recruit, retain (through advising) and help students complete the program.
6. A FTE faculty position has been hired, however, this faculty member is only working part time in the DMA program since she is teaching non-program related courses so there is still a need for a full time DMA faculty.

Part III. (NEW) Action plan

- Continuous implementation of assessing SLO and PLO's via portfolio reviews
- Hire another FTE Faculty member to teach as well as assist in program management as needed.
- Conduct surveys on our graduates to assess the program's effectiveness and make changes if needed for improvements
- Continuous recruitment in the high schools and other community organizations esp. in the areas of Native Hawaiians
- Revise our program's website to include more information such as our program's admission procedures and a student and faculty gallery.
- Propose an A.S. degree in DMA in response to program needs

Part IV. Resource Implications (physical, human, financial)

- Increase lab/classroom space from one to two; find another office space.
- Recruit one FTE faculty to teach ONLY DMA courses
- Hire a program assistant at .5 FTE position to help run the program – these are permanent positions
- Hire a .5 FTE IT person – these are permanent positions
- Purchase 10 new Mac G5's to replace the computers in the lab since they are over 4 years old now.
- Purchase new furniture to equip new lab/office space
- Replace old equipment/CP as necessary
- Purchase/update software as the new versions become available when necessary