HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW (APR)

Digital Media Art

NOV. 17, 2017

Review Period
July 1, 2016 to June 30, 2017

Initiator: Violet Murakami
Writer(s): Violet Murakami

Program/Unit Review at Hawai'i 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 and Institutional 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/files/program-unit-review/

Please remember that this review should be written in a professional manner. Mahalo.

PART 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

Provide the short description as listed in the current catalog.	This program prepares students for employment in the field of digital media design and production. It gives necessary education and training to students seeking entry-level positions as digital media artists and/or transfer to a Baccalaureate granting institution. It provides professionals already in the field with updated technology training.

Comprehensive Review information (required by UH System)

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2017
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2016_dma_comprehensive_program_review.pdf
Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review. Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.	CERC's evaluation of the DMA program is not available at this time.

ARPD Data: Analysis of Quantitative Indicators (required by UH System)

Program data can be found on the ARPD website: **http://www.hawaii.edu/offices/cc/arpd/**

==**Please attach a copy of the program's data tables**==
==**and submit with this Annual Program Review (APR).**==

a) **If you will be submitting the APR in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**
   OR

b) **If you will be submitting the APR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.**

Analyze the program's ARPD data for the review period.	
Describe, discuss, and provide context for the data, including the program's health scores in the following categories:	
Demand	Our Demand Indicators continues to be UNHEALTHY. DMA continues to (and will continue to) have an unhealthy demand indicator score due to the high number of majors (21 - Demand Indicator #3) being significantly greater than the number of new and replacement positions available that are county prorated (3 positions - Demand Indicator #2.) As noted in previous annual reviews, our demand indicators will continue to be unhealthy as long as the CIP codes are just one. Our graduates will find work as self-employed free-lance web designers, photographers, graphic artists, video artists and animators – a combination of CIP codes 10.0304 and 11.0801 rather than one or the other. They will also go on to start their own businesses which is a common practice in DMA-related fields but are not accounted for within the provided data.
Efficiency	Our Efficiency Indicator is HEALTHY. The Average Class size (Efficiency Indicator #9) is 8.7, a slight decrease from last year. The Class Fill Rate (Efficiency Indicator #10) has increased slightly to 63.5% from last year; slightly over half. Our classes are capped at 14 in Hilo and 7 on the Palamanui campus due to the number of computers available in our DMA classes. The Healthy indicator may be due to the fill rate of the Palamanui campus as the number of computer/workstations are smaller there.
Effectiveness	

	Our Effectiveness Indicator is CAUTIONARY. The number of Unduplicated Degrees/Certificates Awarded (Effectiveness Indicator #20) in the DMA Certificate program is 5, almost a quarter of the number of our majors (Demand Indicator #3) of 21. One may be able to conclude that the students who started out as a Certificate major may be transferring to our new Associate in Science degree in Creative Media which was initiated in 2016 or may have also moved on to the new AA in Liberal Arts with the Concentration in Art where the Certificate of Completion is embedded. Successful Completion with a grade of C or higher, #17, is 75% of our students who enroll in our classes. This is again, encouraging but is not included in the health call calculations.
Overall Health	The Overall Health Call is CAUTIONARY. As long as our CIP codes remains just one; our the new and replacement positions County Prorated will remain low. This low number will not/does not take into consideration what and how are students are finding work as stated in the Demand Indicator above and our Overall Health Call will always be either Unhealthy or Cautionary as in this year. Again, as I've asked in previous Annual Program Reviews, what should we be moving towards? I would like to see a model program with healthy health calls in all areas to get a sense of where we should be moving towards and what we should be doing.
Distance Education	Our Distance Education classes remains about the same as the year before with 7 classes offered and similar enrollment as last year; 77. The Fill Rate, #25, increased from previous years to 71% from 65% in AY15-16 and the Successful Completion, #26, remains about the same at 58% or half the students who enrolled. Additionally, the Withdrawals from the DE classes were much lower this year, 7, than last year or 13.
Perkins Core Indicators (if applicable)	We met #29: Technical Skills Attainment, #32: Student Placement, #33 Nontraditional Participation and #34, Nontraditional Completion. We did not meet #30 Completion and #31 Student Retention or Transfer. We are not sure how this applies to our program however since as I understand, we do not ask for Perkins Funding.

Performance Funding Indicators (if applicable)	N/A
What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.	We are still in a similar situation as last year: As mentioned above, the DMA program has started offering classes at the Palamanui campus with a very limited space in the STEM Center. We would like to eventually offer the CO in DMA completely on-line or find another instructor at Palamanui so that the students on the WH side can receive the CO degree there. Even with more majors in the CO program, our Demand Health Call will still be Unhealthy if we are given just ONE CIP code. Challenge: Another major concern is that UH Hilo Art Dept. is starting to offer our 112 Intro to Digital Arts and our 207 Digital Photography classes which is a direct challenge to our classes and hiring our lecturers to teach for them. At the same time, informing us that we shouldn't duplicate what they teach over there when they are the ones duplicating what we are doing. So that is a continuing battle we have with them. We have better equipment and a more rigorous program. They should be offering the 300 and 400 level class rather than duplicating what we are doing.

PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.

For example, discuss:

- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program's operations or services to students.

We continue to receive support and funding from the Academy for Creative Media(ACM) UH System Office.
The DMA Program Coordinating Council (PCC) met in May to discuss alignment of course Teaching Equivalencies for similar courses as well as titles and course description.

PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.

☒ Program faculty/staff have reviewed the website in the past six months, no changes needed.

☐ Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).

☐ Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

> *Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at*
> http://hawaii.hawaii.edu/web-developer

PART 2: PROGRAM ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the program's overall action plan for AY17-18, based on analysis of the Program's AY16-17 data and the overall results of course learning outcomes assessments conducted during the AY16-17 review period. This Action Plan should identify the program's specific goals and objectives for AY17-18, and must provide benchmarks or timelines for achieving <u>each</u> goal.
The following have been identified as Action Plans for AY 17 and beyond: 1) stabilize funding for student workers/lab assistants at the rate of 4 per year; since two student workers are needed each semester to assist with equipment check out/in and tutoring/assisting

students during open lab hours. This may be provided for via Student Employment if a student is identified early in the summer. We have been able to secure two student workers every semester so far. Completed in Sept. 2017

2) secure funding for and services of a dedicated tutor for special needs/rehab students in CM/DMA classes. We have met with Mari Giel, Disability Services Office Counselor to discuss this need and she has agreed to work with our program to seek funding for or provide funding for a tutor to assist our Special Needs students. Completed in Sept. 2017

3) secure a 2+2 agreement with UH-Hilo & UHWO for transfer students; work with Transfer Coordinator to make sure CM/DMA students' transfer process is smooth. We currently have an AS in Creative Media degree that is transferable to UHWO. Additionally, we have met with the UH Hilo Art reps and our Transfer Coordinator is working out the details so that our students may transfer smoothly into their program. However, there are roadblocks to this at the moment. The 2 + 2 with UHH Art Dept. is contingent with their agreement to our proposal.

4) resolve issues with UHH Art Dept. re: them offering lower-level courses that already are being offered by the HawCC program. See #3 above.

5) secure more appropriate physical facilities and space at the Pālamanui campus, including locked storage space: We are looking at the possibility of purchasing a lockable metal cabinet to store equipment and identify a room that will house the locker. This may be resolved during the summer of 2018 or sometime in the fall 2018 semester.

6) continue to work with ACM System to receive funding in support of the program. So far, we have been receiving $52,500 annually for hardware, software and other misc. equipment to build the program both in Hilo and the Palamanui campus. On-going.

7) Identify a lecturer(s) to teach another DMA class, the ART 209 Image in Motion Studio class, at the Palamanui campus. This is the only class in the Certificate program that is not offered at Palamanui. If this class were offered there, a West HI student could receive the CO degree without traveling to the Hilo campus. The other possibility is in offering this class as an on-line class. Contingent on locating a lecturer but we have a couple of applicants that may be able to teach for us in the Fall 2018 semester.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs).

Action Item 1: Student Worker: Strategies to attain goal discussed above. Students improve learning with assistance and tutoring from Student Workers. In addition, the student workers maintain open lab for students to continue their work if they are not able to complete their assignments during class time.

Action Item 2: A tutor for one of the Disability Student identified. Strategies to attain goal discussed above. Same as Action Item 1. Tutor/tutoring helps students with Disability in completing and understanding the software and assignments. Without the extra assistance, students may not complete the assignment and therefore may fail the class.

Action Item 3: secure a 2+2 agreement with UH-Hilo & UHWO for transfer students; we already have an AS transfer degree with UHWO Creative Media BA degree. However, as stated above, UH Hilo has been less than cooperative in accepting our lower division courses for their 2 + 2 degree with our AS degree. We have to wait to see whether they will accept our classes and credits. See above.

Action Item 4. See #3 above.
Action Item 5. See #4 above.

Action Item 6. Continue to request funding from UH ACM system to support the DMA and AS degree programs.

Action Item 7. As stated above, the only class that a Palamanui student cannot take on the Palamanui campus or is required and not provided either on campus or on-line is ART 209. By identifying and hiring a lecturer to teach the last DMA class, the Certificate of Completion is attainable to West HI students without having to travel to the Hilo/East HI side. This will provide students the opportunity to attain the CO and the learning outcomes of the Program.

RESOURCE IMPLICATIONS

Provide a brief statement about any implications of or challenges due to the program's current operating resources.

N/A

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	None needed at this time.
Include estimated cost(s) and timeline(s) for procurement.	See above.
Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions:	N/A

PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY16-17.

Evidence of Industry Validation and Participation in Assessment (<mark>for CTE programs only</mark>)
Provide documentation that the program has submitted evidence and achieved certification or accreditation (if applicable) from an organization granting certification/accreditation in the program's industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in the program's assessment(s).
<mark>Please attach copy of industry validation for the year under review.</mark>

Courses Assessed

List all program courses assessed during AY16-17, including Initial and "Closing the Loop" assessments.			
Assessed Course Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO#s)**	**PLO alignment (PLO#s)**
ART 212 Digital Animation	Spring 2017	1. Use 2D animation software to design and produce screen-based media products. 2. Demonstrate their abilities to create 2D digital animations. 3. Develop proficiency to tell a story in animation. 4. Present a portfolio in a professional manner.	1 - DMA 1 2 - DMA 1 3 - DMA 4 4 - DMA 1
ART 156 Digital Painting	Spring 2017	1. Demonstrate proficiency in the use of digital painting tools. 2. Apply the principles of light and color as they relate to the monitor as well as apply the visual elements and principles	1 - DMA 1 & 2 2 - DMA 2

		of design to digital paintings. 3. Use the vocabulary of digital painting techniques as well as the language of art to evaluate visual principles of rendered artwork in the concept of painting. 4. Create a digital portfolio	3 - DMA 2 4 - DMA 4
"Closing the Loop" Assessed Course Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO#s)**	**PLO alignment (PLO#s)**
None			

Assessment Strategies

For each course assessed in AY16-17 listed above, provide a brief description of the assessment strategy, including: • a description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.); • a description of <u>how student artefacts were selected for assessment</u> (e.g., the assessment included summative assignments from all students in the course, <u>OR</u> a sample of students' summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course); • a brief discussion of the <u>assessment rubric/scoring guide</u> and the criteria/categories and standards used in the assessment.
Course Alpha/#: ART 212 Digital Animation • The Artefacts are the final digital animations in Quicktime format. • 100% or all the artefacts were assessed. • The rubric used scorings of Exceeds Expectation or highly effective in demonstrating attainment of CLO, Meets Expectation or average attainment of CLO and Does Not Meet Expectation or little or no attainment of the CLO assessed. Points given to each level, totaled and then divided by the total number of artefacts.

Course Alpha/#: ART 156 Digital Painting

- The Artefacts are the final digital portfolios of their digital paintings.

- 100% or all the artefacts were assessed.

- The rubric used scorings of Exceeds Expectation or highly effective in demonstrating attainment of CLO, Meets Expectation or average attainment of CLO and Does Not Meet Expectation or little or no attainment of the CLO assessed. Points given to each level, totaled and then divided by the total number of artefacts.

Expected Levels of Achievement

For each course assessed in AY16-17 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.

Example: "CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1."

Example: "CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4."

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
ART 212 Digital Animation	1, 2, 3, & 4	*85% of students will meet or exceed expectations.*	*85% of artifacts will achieve scores of Meets or Exceeds Expectations*
ART 156 Digital Painting	1,2,3, & 4	*85% of students will meet or exceed expectations*	*85% of artifacts will achieve scores of Meets or Exceeds Expectations*

Results of Course Assessments

For each course assessed in AY16-17 listed above, provide:
- **a statement of the quantitative results;**
- **a brief narrative analysis of those results.**

Course Alpha/#: ART 156: The results showed that 47% of the artifacts exceeded expectation, 42% of the artifacts met expectations and 10% of the artifacts did not

meet expectations or 89% of the artifacts met or exceeded expectations.

The results showed that although it was disclosed that 50% of the students in the class were special needs or student with disabilities, the work still showed proficiency in attaining the CLO for the class. Overall, the works were very painterly and above average. Also, CLO #3 'Use the vocabulary of digital painting techniques as well as the language of art to evaluate visual principles of rendered artwork in the concept of painting' will need to be either deleted or revised since it was decided that this is a difficult learning outcome to measure.

Course Alpha/#: ART 212: The results showed that 59% of the artifacts exceeded expectation, 31% of the artifacts met expectations and 10% of the artifacts did not meet expectations or 90% of the artifacts met or exceeded expectations.

The assessment team felt that the works presented were generally good as well as good examples of all the Course Learning Outcomes with the exception of #4: 'Present a portfolio in a professional manner.' The works were shown/projected but not in a digital portfolio format. The team discussed whether this could be an option or could be presented in another way since, in the industry, some/many companies are uploading their portfolios to the internet or have a MySpace or Flicker account where their portfolios are housed and updated as needed. We may change this CLO in the future.

Other Comments

Include any additional information that will help clarify the program's course assessment results, successes and challenges.

Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

> **Describe the program's intended next steps to improve student learning, based on the program's overall AY16-17 assessment results.**
>
> Include any specific strategies, tactics, activities or plans for improvement to program or course curriculum or instructional strategies, or changes in program or course assessment practices.

> **We plan to do a Closing-the-Loop assessment for these two classes next cycle year when they will be offered – 2018 -2019, to confirm that the CLO's are being met. We should also have made any changes to the CLO's themselves by then as stated in the above analysis section on CLO # 3 for ART 156 and CLO #4 for ART 212. We will vet these suggested changes with our Advisory Council members when we have our annual meeting next Feb. or March to see if they recommend these changes.**

PART 4: ADDITIONAL DATA

Cost Per SSH (to be provided by Admin)
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   = $_____

External Data*

If your program utilizes external licensures, enter:

Number sitting for an exam   _____
Number passed   _____

*This section applies to NURS only.

Hawaii Community College
2017 Instructional Annual Report of Program Data
Digital Media Arts

Part I: Program Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: DMA   Program CIP: 10.0304

	Demand Indicators	Program Year 14-15	Program Year 15-16	Program Year 16-17	Demand Health Call
1	New & Replacement Positions (State)	1	26	27	
2	*New & Replacement Positions (County Prorated)	0	3	3	
3	Number of Majors	31	24	21	
3a	Number of Majors Native Hawaiian	13	13	13	
3b	Fall Full-Time	17%	12%	21%	
3c	Fall Part-Time	83%	88%	79%	
3d	Fall Part-Time who are Full-Time in System	3%	0%	4%	
3e	Spring Full-Time	12%	10%	6%	**Unhealthy**
3f	Spring Part-Time	88%	90%	94%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	192	168	123	
5	SSH Non-Majors in Program Classes	462	498	426	
6	SSH in All Program Classes	654	666	549	
7	FTE Enrollment in Program Classes	22	22	18	
8	Total Number of Classes Taught	24	23	21	

	Efficiency Indicators	Program Year 14-15	Program Year 15-16	Program Year 16-17	Efficiency Health Call
9	Average Class Size	9.1	9.7	8.7	
10	*Fill Rate	48.9%	56.9%	63.5%	
11	FTE BOR Appointed Faculty	1	1	1	
12	*Majors to FTE BOR Appointed Faculty	30.5	23.5	20.5	
13	Majors to Analytic FTE Faculty	12.1	9.5	9.1	
13a	Analytic FTE Faculty	2.5	2.5	2.3	
14	Overall Program Budget Allocation	Not Reported	Not Yet Reported	$134,476	**Healthy**
14a	General Funded Budget Allocation	Not Reported	Not Yet Reported	$88,240	
14b	Special/Federal Budget Allocation	Not Reported	Not Yet Reported	$0	
14c	Tuition and Fees	Not Reported	Not Yet Reported	$46,236	
15	Cost per SSH	Not Reported	Not Yet Reported	$245	
16	Number of Low-Enrolled (<10) Classes	15	13	12	

*Data element used in health call calculation

Last Updated: October 29, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	74%	80%	75%	
18	Withdrawals (Grade = W)	15	18	12	
19	*Persistence Fall to Spring	54.2%	57.6%	69.5%	
19a	Persistence Fall to Fall	34.2%	34.6%	35%	
20	*Unduplicated Degrees/Certificates Awarded	6	12	5	
20a	Degrees Awarded	0	0	0	
20b	Certificates of Achievement Awarded	0	0	0	Cautionary
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	6	12	5	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	3	0	1	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	3	0	1	

Distance Education: Completely On-line Classes		Program Year			
		14-15	15-16	16-17	
23	Number of Distance Education Classes Taught	6	7	7	
24	Enrollments Distance Education Classes	74	80	77	
25	Fill Rate	64%	65%	71%	
26	Successful Completion (Equivalent C or Higher)	61%	56%	58%	
27	Withdrawals (Grade = W)	8	13	7	
28	Persistence (Fall to Spring Not Limited to Distance Education)	67%	43%	47%	

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	92.00	100.00	Met	
30	2P1 Completion	51.00	50.00	Not Met	
31	3P1 Student Retention or Transfer	81.00	66.67	Not Met	
32	4P1 Student Placement	63.87	66.67	Met	
33	5P1 Nontraditional Participation	22.00	66.67	Met	
34	5P2 Nontraditional Completion	22.00	100.00	Met	

Performance Measures		Program Year			
		14-15	15-16	16-17	
35	Number of Degrees and Certificates	0	0	0	
36	Number of Degrees and Certificates Native Hawaiian	0	0	0	
37	Number of Degrees and Certificates STEM	0	0	0	
38	Number of Pell Recipients[1]	9	4	0	
39	Number of Transfers to UH 4-yr	3	0	1	

*Data element used in health call calculation

[1]PY 16-17; Pell recipients graduates not majors

Last Updated: October 29, 2017