

ANNUAL

REPORT OF PROGRAM DATA

2023



UNIVERSITY of HAWAI'I
HAWAI'I
COMMUNITY COLLEGE

July 1, 2022 through June 30, 2023

<<Creative Media>>

**Submit this Review document in WORD via the
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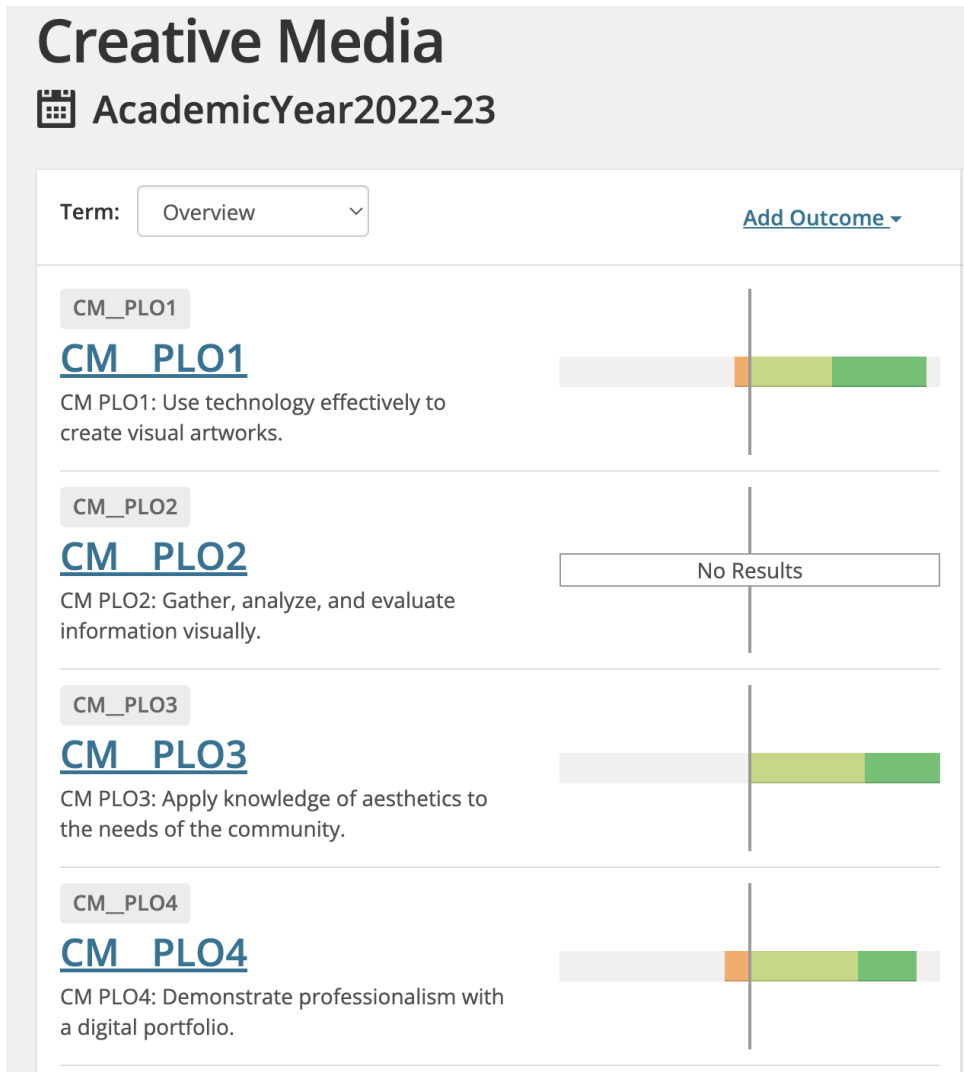
attachments and supporting documentation may be uploaded in WORD, PDF, or EXCEL

1. Program or Unit Mission

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.

2. Program Student Learning Outcomes or Unit/Service Outcomes

- a) List all Program Learning Outcomes (**PLOs**) or Unit/Service Outcomes (**UOs**) and their alignment to the College's Institutional Learning Outcomes (**ILOs**).
 - 1. CM PLO1: Demonstrate the ability to use technology effectively to create visual artworks.
Linked Institution Outcomes ILO1: Communicate effectively in a variety of situations.
 - 2. CM PLO2: Gather, analyze, and evaluate information visually.
Linked Institution Outcomes ILO2: Utilize critical thinking to solve problems and make informed decisions.
 - 3. CM PLO3: Apply knowledge of aesthetics to the needs of the community.
Linked Institution Outcomes ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world



b)

c) ART 202 completed its assessment via a portfolio review of student works.

"CLO 1: Create digital artworks utilizing appropriate computer graphics software."
"CLO 2: Create digital images suitable for printing or multimedia applications."
"CLO 3: Demonstrate competency in various aspects of digitizing, importing, and exporting images."
"CLO 4: Present a digital portfolio in a professional manner."

d)

Both link PLO 1 and 4 results were positive. PLO 1 had 66% exceeded, 27% met, and 5% partially met expectations. PLO 4 had 55% exceeded, 33% met, and 16% partially met expectations.

- e) ART 293 completed its assessment via a portfolio review of student works.

"CLO 1: Use appropriate software to produce artwork for internship sites."
"CLO 2: Work effectively as a member of a project team and meet deadlines."
"CLO 3: Present a portfolio in a professional manner."

- f) Both link PLO 1, 3, and 4 results were positive. PLO 1 had 20% exceeded, 70% met, and 10% partially met expectations. PLO 3 had 40% exceeded, 60% met. PLO 4 had 20% exceeded, 70% met, and 10% partially met expectations.

3. Analysis of the Program/Unit

ARP Data Link:

<https://uhcc.hawaii.edu/varpd/index.php?y=2023&c=HAW&t=CTE&p=2770>

Our **Demand** Indicator is green showing an increase of majors from 28 to 37, of which another green arrow for an increase in total Native Hawaiian students from 16 to 20. New & Replacement Positions(State) remain the same at 18. New & Replacement Positions(County prorated) increased from 2 to 3. The number of major is still significantly greater than the number of new and replacement positions available that our county prorated (2 position - Demand Indicator #2.) As noted in previous annual reviews, our program's CIP code is too limited to describe all the jobs available to our graduates. Our graduates will find work as self-employed free-lance graphic design, 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 CM/DMA-related fields but is not accounted for within the provided data.

Our **Efficiency** Indicator says our average class size is 12. Our fill rate has fallen from 67.9% to 57.3%. We have 0 BOR approved faculty to teach program courses. The position was swept 4 years ago. Majors to FTE BOR Appointed Faculty is also at 0. Majors to Analytic FTE Faculty has fallen from 28 to 18. Analytic FTE Faculty is at 2, meaning for the course we teach the lecturers are fulfilling the duties of 2 full time faculty. If anyone is reading this, I would like to point out again that by not hiring a full time faculty for the program the college is paying way more to hire our step C lecturers, addition the college

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is losing out on full-time faculty college services of which lecturers are not required as part of their duties.

Our **Effectiveness** Indicators:

Successful Completion (Equivalent C or Higher) has gone up from 75% to 76%.

Withdrawals (Grade = W) has gone down significantly from 15 to 7.

Persistence Fall to Spring has dropped from 76% to 58%

Persistence Fall to Fall has dropped also from 64% to 36%

Unduplicated Degrees/Certificates Awarded has gone up from 5 to 9

Our **Distance** Indicator:

Number of Distance Education Classes Taught has dropped from 14 to 10

Enrollments Distance Education Classes has also dropped from 171 to 125, this makes sense since we are offering less online classes as we try to move back to f2f.

Fill Rate has dropped from 68% to 56%. I believe it is due to the fact that as we move back to f2f classes those classes are running but with less students.

Successful Completion (Equivalent C or Higher) has dropped slightly from 75% to 71%.

Withdrawals (Grade = W) dropped significantly from 15 to 6.

Persistence (Fall to Spring Not Limited to Distance Education) also dropped from 57% to 47%

Not sure why our distance indicator shows that we taught 10 classes online, which is incorrect. In class availability it clearly indicates during 2022-2023 there were 7 online courses taught in the Fall and 10 courses taught in the Spring semester.

Perkins Indicators

1P1 Postsecondary Placement: Met Goal was 33, Actual was 50

2P1 Earned Recognized Credential: Met, Goal was 34, Actual was 43

3P1 Nontraditional Program Concentration: N/A

Performance Indicator

Number of Degrees and Certificates: gone up from 5 to 9.

Number of Degrees and Certificates Native Hawaiian: from 2 to 6

Number of Degrees and Certificates STEM: from 5 to 10

Number of Pell Recipients: from 3 to 6

Number of Transfers to UH 4-yr: from 0 to 3 transfers

4. Action Plan

Based on findings in Parts 1-3: How well has the program/unit met the goals from your last comprehensive program/unit review action plan(s)? What changes are you making to your action

plan(s) for the next year? Include external factors affecting the program or unit. Discuss how these recommendations for improvement or actions will guide your program or unit until the next comprehensive review. Specify how the action plan(s) aligns with the College's Mission and Strategic Plan. Be sure to list resources that will be required, if any, in section 5 below.

** CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.*

1. The Performance indicators all show an upward trend for the program. To keep this program healthy we ask for a dedicated full-time faculty for this program. At the end of 2018, our full-time CM/DMA instructor retired leaving only one full-time ART faculty member to run this program. In addition, due to the pandemic this position has been swept from the college. According to STAR's Academic Logic the CM/DMA program currently(Fall 2023) has 37 CM majors, 5 DMA majors and an additional 19 Liberal Arts AA with a concentration in ART - meaning we are serving 61 student majors with only one full-time ART faculty member. It is essential that a FTE BOR Appointed Faculty be assigned to the program to maintain and keep the program running effectively.

2. Secure funding for and services of a dedicated tutor for special needs/rehab students in CM/DMA classes.

Aligned to: Hawai'i Graduation Initiative (HGI)

HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.

3. Because of shared physical space with UHH it makes sense for our program to work toward sharing classes and lecturers with UHH.

Aligned with: HGI Action Strategy 3: Anticipate and align curricula with the community and workforce needs.

4. Apply for Perkins funding in addition to the ACM System funding which supports the program's hardware, software, and other scheduled equipment replacement.

Aligned to: Hawai'i Innovation Initiative (HII or HI2)

Goal: Create more high-quality jobs and diversify Hawai'i's economy by leading the development of a \$1 billion innovation, research, education, and training enterprise that addresses the challenges and opportunities faced by Hawai'i and the world

HI2 Action Strategy 3: Continue to support programs that suit Hawai'i Island's location and environment as well as address critical gaps. • Digital/creative media

Aligned to: 21st Century Facilities (21CF) - Modern Teaching and Learning Environments

Goal: Eliminate the university's deferred maintenance backlog and modernize facilities and campus environments to be safe, sustainable, and supportive of modern practices in teaching, learning, and research.

5. Resource Implications

Special Resource Requests **not included in operating "B" budget ***

Detail any special resource requests not funded by your regular operating budget, including reallocation of existing resources (physical, human, financial) to support action or Perkins plans.

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**Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.]*

☒ **I am NOT requesting additional resources for my program/unit.**

☐ **I AM requesting additional resource(s) for my program/unit.**

Total number of items being requested: _____0_____ (4 items max.)