

HAWAI`I COMMUNITY COLLEGE
ANNUAL
INSTRUCTIONAL PROGRAM REVIEW
TEMPLATE

Digital Media Arts

November 27, 2013

July 1, 2012 to June 30, 2013

Initiator: Tangaro Taupouri

Writer(s): Meidor Hu

Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

CERC Comments and Feedback (If you submitted a Comprehensive Program Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? Were change(s) made as a result of the suggestion(s)?

The overall recommendations from CERC:

- Develop a plan to transition to G Funding over time.
- Provide a rationale for faculty that are teaching only 4 of the 25 classes as indicated in the Demand Indicators.
- Re-apply for the AS degree for DMA.
- Include other skills associated with visual/skills to better address ILO #1n- Communicate effectively in a variety of situations.
- Clarify connections and current support but did not fully develop evaluation/analysis of material requiring critical thinking skills.

Changes to the program since CERC recommendations:

- The program is 100% G funded this semester.
- The full time art/dma faculty hired to teach DMA classes has returned to teaching DMA certificate of completion required classes.
- Re-proposing of the AS degree will be our primary focus this coming year
- As recommended we will revisit DMA program SLO and their alignment to ILO #1 and to critical thinking skill.

Program Description (Use the official description from catalog then give more in depth explanation of what the program does, who it serves and generally describe it's accomplishments)

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: Quantitative Indicators

NO ENTRY

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Part II: Analysis of the Program

Alignment with College Mission and ILOs

Write a brief narrative describing the program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E `Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Program Mission:

The DMA certificate prepares students for work in the fields of digital media design and production. It gives necessary education and training to students seeking entry-level positions as digital media artists. It provides professionals ready in the field with updated technology training.

Describe how this program supports the College's mission.

The DMA program supports the College's mission and imperatives of promoting academic excellence in student learning emphasizing workforce and community development, Hawaiian cultural knowledge and uses technology to build an awareness of the natural, social and economic environments. In this way, students become productive and engaged citizens capable of meeting the complex challenges of a global community.

Describe how this program supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Program supports ILO1:

PLO1. Use technology effectively to create visual artworks.

Students are trained to communicate in a visual way using technological tools. Students in the program learn to use the new tool, the computer, to create artwork that communicates an idea or message in an effective way. Students learn to communicate using a visual language and vocabulary in a variety of visual situations. For example, students learn to tell a story with a photo or video, communicate information by making a website, a flyer, or an animation, etc.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how this Program supports ILO 2:

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

PLO2. Gather, analyze and evaluate information visually and critically.

Students in the program will be visually literate, meaning students will be able to analyze, evaluate and speak about visual information to make informed decisions in their daily lives.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how this Program supports ILO 3:

PLO3. Contribute and apply knowledge of aesthetics to the needs of the community.

Students in the program will be artistically informed citizens who can contribute to our community by making art for that community. In that way, artists create a visually satisfying environment for us to live.

Annual Report of Program Data (ARPD)

Based on the data from this Program's ARPD, analyze this program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

Overall Health-- Unhealthy

Demand -- Unhealthy

DMA has an "Unhealthy" demand indicator(same as last academic year) score due to the high number of majors (53 - Demand Indicator #3) being significantly greater than the number of new and replacement positions available that are county prorated(2 positions - Demand Indicator #2.)

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 are 20 (Demand Indicator #1) at the state level and only 2 positions (Demand Indicator #2) at the county level. This may not be an accurate reflection of the state of the local job market for our graduates. Furthermore, once prorated, the number is reduced to the point that the number of prorated available new positions in our county is so low (2 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

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

is assigned the CIP code #10.034. It is unclear why other CIP codes that DMA prepares students for as well is not included also, such as CIP code #10.0399 Graphic Communication.

Student interest in the Digital Media Arts program has dropped from 63(AY11-12) majors to 53. During AY 10-11 there were 64 majors, and in AY10-09 there were 62 majors. It is concerning that the number of majors has drop, since for the first time DMA has had a fulltime Educational Specialist for the whole year, assiting with counseling and advising on every step of each student's academic journey. One reason could be that the new finacial aid rules has forced, other wise DMA declared majors, to be declaring as Liberal Arts majors to get the financil aid for their classes.

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 20 students per class/semester, 20 X 2 semesters for a total of 40 majors per year, and that is the benchmark by which this figure should be measured. The 20-student-max per cohort number is determined by space limitations, specifically the number of computers capable of fitting into the DMA lab.

Efficiency -- Cautionary

The Average Class size (Efficiency Indicator #9) at 14.3 remains similar to last year's 14.8. The Class Fill Rate (Efficiency Indicator #10) is at 73.3%, down from the previous year of 77.7%. According to the scoring rubric, this is considered cautionary down from last year's "Healthy." When averaged with the Majors to FTE BOR Appointed Faculty ratio (Efficiency Indicator #12) value of 0 the overall program efficiency score is decreased from "Cautionary" to "Unhealthy" 53:0. In fact there are two BOR FTE that are shared between ART and DMA so the ratio is 53:2, which would be a "Healthy" call.

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Effectiveness -- Unhealthy

Number of Unduplicated Degrees awarded(10) to number of Majors(53) is 20% which is a "Healthy" call.

But, number of unduplicated degrees awarded(10) divided by New & Replacement of Positions County prorated(the problem with this scoring is explain above) is 2, which results with the program having an "Unhealthy" call.

DMA student successful completion and persistence has been steadily decreasing:

Completion: AY11-12: 82% to AY12-13: 76%

Persistence: AY11-12: 66% to AY12-13: 53%

Certificates awarded rate remain the same a last year at 19% of majors graduated.

In general the DMA program will shift its focus from recruitment activities to retention activities. Retention will improve through student support services such as: intensive counseling, career planning, internship placement and tutoring to DMA majors. In addition, the program will develop extra curricula activities such as workshops on Native Hawaiian activities, and opportunities for involvement in community service projects.

Distance Education: Completely On-Line Classes

If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e. will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).

Only one online DMA class was offered in PY12-13. Fill rate was high at 83% but completion rate was low at 48%. The program will experiment with offering the additional beginning digital media classes online to serve students from other islands and students living on the other side of the island.

Perkins IV Core Indicators

If applicable, provide an analysis for any Perkin's Core Indicator for which this program did not meet the goal.

DMA did not meet Perkins IV Core Indicator for 2P1-Completion and 3P1- Student Retention or Transfer.

Performance Funding

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Briefly describe initiatives/strategies that this program has or will implement to increase any or all of the Performance Funding outcomes.

The DMA program will continue its efforts to develop a 2+2 program in Digital Media Arts with UH Hilo art department. The program will once again work on proposing a AS degree in Digital Media Arts.

Previous Program Actions

From the Academic Master Plan (AMP), list the Program Actions for this program. Give a progress report for each Program Action, describe the degree of achievement. Indicate "Delete" if this Program Action will no longer be a priority Program Action

Program Actions	Progress Evaluation
<p>Recruitment via high schools visitations, open house, hosting of visiting student to the DMA lab will be continuing. The program promotion via the website, social media are keep current and active.</p>	<p>DMA website has been updated, and the redesign of the DMA dvd is in progress.</p> <p>DMA facebook address: www.facebook.com/group.php?gid=152979024714380</p> <p>Digital Media Club https://www.facebook.com/groups/DMAClub/261777503894525/ DMAClub@groups.facebook.com</p> <p>Native Hawaiian Flora and Fauna Mural Project https://www.facebook.com/HCCmuralProject2012</p> <p>Recruitment dates and hours: 10/15/12 Hilo HS 3 hours 60 10/19/12 Kamehameha (Kea`au) 1.5 hours 10 10/22/12 Kohala HS 3 hours 32 10/23/12 Kea`au HS 3 hours 62 10/25/12 Ka`u HS 1.5 hours 64 10/29/12 Pahoia HS 3 hours 25 11/10/12 HawCC Cafeteria DMA Open House 4 hours 34 11/14/12 Kea`au HS campus visit HawCC (DMA Lab) 1 hour 18 11/28/12 HAAS (Pahoia) 1.5 hours 14 12/7/12 Nawahi (Kea`au) 1 hour 6</p> <p>2/9/13, 11am-2pm, UHH Pacific Islander Conference – spoke with 17 students in attendance (out of more than 100) 2/22/13, 10-10:30am, Honoka`a HS DMA Lab visit, HawCC – 14 students</p>

**HAWAI'I COMMUNITY COLLEGE
ANNUAL PROGRAM REVIEW TEMPLATE**

	<p>2/28/13, 8am-1pm, Career Expo (Sangha Hall, Hilo) – spoke with 32 students in attendance (out of 486) 3/5/13, 11am-12pm, Keanu La'ahana Charter School DMA lab visit, HawCC – 4 students 4/12/13, 8:30am-12:30pm, Kamehameha Schools Career Shadows Program DMA program tour, HawCC – 7 students 4/13/13, 10am-2pm, DMA Open House, HawCC – 15 students 4/18/13, 9am-12pm, It's Time to Register Fair, HawCC – spoke with 11 students (out of more than 50 who attended)</p> <p>In general the DMA program will shift its focus from recruitment activities to retention activities. Retention will improve through student support services such as: intensive counseling, internship placement and tutoring to DMA majors.</p>
<p>Grant Development DMA will continue to work with Alu Like Inc. of Honolulu to pursue grant opportunities to support Native Hawaiians, and others all others, in career and technical education, and to support ongoing student support initiatives.</p>	<p>AY 12-13 the program was awarded \$250,000 From Alu Like's Native Hawaiian Career and Technical Education Program (NHCTEP). The program did not reapply for this grant this cycle for the coming year. Delete.</p>
<p>Continue student learning outcome assessment. Working with instructors to reflect on assessment results and using these results to make adjustments in the curriculum.</p>	<p>All PLO assessments are up to date. And participation with lecturers is on going. According to CERC recommendations: assessment should be operational and on going and not a goal. Delete.</p>
<p>Professional Development The DMA program, with funding from the Native Hawaiian Career and Technical Education Program (NHCTEP) grant, will continue to invest in its instructional staff in order to maximize the learning experience of the students both in the classroom and in</p>	<p>The NHCTEP grant sent four instructor/staff to the 2013 Native Hawaiian Education Association Conference, March 21-22 The grant also sent Educational Specialist to the 2013 Hawaii International Conference on Education Jan 6-9. Other training by instructional staff to keep updated with the technology include: Maya 2011: Modeling a Character training, 11/2012, Steve Parente, Lecturer Digital Creature Creation in ZBrush, Photoshop, and Maya training, 11/2012, Steve Parente, Lecturer ZBrush 4 Essential Training, 12/2012, Steve Parente, Lecturer</p>

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

the program as a whole.	<p>Sally Renee Visaya, lecture, completed the following training in 2012: Photoshop for Designers, Flash Professional, Dreamweaver CS4, Dreamweaver CS5, Dreamweaver CS5: HTML5, Embed Photo Gallery</p> <p>Without the grant it is unlike G-fund will support these kind of professional activities. Delete</p>
The DMA program will continue its efforts to develop a 2+2 program in Digital Media Arts with UH Hilo art department.	The last meeting with UHH art faculty/administration determined that for the the 2+2 to go forward we at HawCC will once again work on the AS degree proposal. And continue to develop an alignment of UHH digital media course to the HawCC Digital Media Program.

Significant Program Actions for 2012-2013. (include curriculum changes, new certificates, stopout, gain/loss of positions)

1. A grant funded full time Educational Specialist was hired to help advise and council students with their academic journey
2. The program Fiscal Speicalist position was vacant for the whole year. The program coordinator had to fill in those duties this program year..
3.

Analysis of Strengths and Weaknesses

Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. The interest in DMA remain high.	53 majors in PY12-13
S2. The DMA program taught 23 classes this year, 286 students served of which 132 were Native Hawaiian students.	46% of students served were Native Hawaiian students. There were 63 unduplicated Native Hawaiian students served.
S3. The DMA program has developed many student support services. There is a dedicated Educational Specialist to help advise and council students with	Workshops we have held in PY 12-13: DMA Student Orientation, 08/31/2012, 11-1pm Movie Friday: screened Beautiful Losers, 09/14/2012 Soupa Friday, guest chef Mililani Hughes, 10/19/2012

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

<p>their academic journey. The DMA program also organizes many extra curriculum activities with in the semester. For the first time in Fall 2012, we held our own DMA orientation for DMA majors. It provided DMA majors a place to meet, socialize, and hopefully progress through the program as a cohort. The program has no dedicated social space, so we use the art studio 385C on Fridays for our functions. The program also hosted Feasting Fridays every third Friday. On other Fridays art workshops with subjects that are outside the DMA C.C. curriculum are held in that space.</p>	<p>Vectorize A Portrait in Illustrator, Renee Visaya, 11/16/2012 Feasting Friday, 11/16/2012 DMA Student Orientation/Feasting Friday, 1/18/2013 Taro Planting and Cultivation – facilitated by Keali'i Lilly, Friday 2/15 WS from 10:00am–12:00pm, Feast from 12-2pm, HLS Pavilion Lighting Design – facilitated by Danny Miller, Friday 3/8 from 11:00am – 1:00pm in Building 385-C Weaving – facilitated by Keali'i Lilly Friday 3/15 WS from 10am–12pm, Feast from 12-2pm, HLS Pavilion Canoe Paddle, Friday 4/20 10am – pm, UH halau</p>
--	--

Weaknesses	Using supporting evidence, describe why this is a Weakness
<p>W1. DMA student successful completion and persistence has been steadily decreasing.</p>	<p>Successful Completion Rates of 80% to 82%, to 76% in PY12-13.</p> <p>Persistence rates from Fall to Spring was 66% last year and this year is 53.3%</p> <p>Graduation numbers also decreased: in PY11-12, of the 63 DMA majors 12 graduated</p> <p>PY12-13 of the 53 majors only 10 graduated, although the rate remained the same as last year at 19%</p>
<p>W2. To adequately grow, especially if we plan to grow to an A.S. degree, DMA need to increase its lab/classroom space from one to two.</p>	<p>Similar programs in UHCC system that come closes to our program for comparison purposes is the KCC New Media Arts Program. Their A.S. degree in New Media Arts in PY12-13 serviced:</p> <p>KCC 63 majors : HawCC 53 majors KCC Classes taught 28 : HawCC 23 KCC Average class size 13.4 : HawCC 14.3 They are operating with 3 separate computer lab spaces that maintained approximately 60 workstations. Compare that to DMA's certificate of completion with 53 majors and one computer lab that maintains 20</p>

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

	<p>workstations. KCC's program also have 4 FTE dedicated to the program. We can see that for DMA to be realistically ready to re-propose the A.S. more space is needed, more workstations purchase to accommodate the expanded curriculum of an A.S. degree in digital media and more full time faculty dedicated only to teaching DMA classes.</p> <p>Perhaps a mobile lab is a possible solution. Offering more on-line classes is also an option.</p>
<p>W3. The DMA program has identified two classes as gatekeeper classes that directly affect the graduation rate. There is a direct correlation between students who enroll in the Internship class, Art 293, and graduation numbers. The program has also identified the ENT 120 course, a requirement for the DMA certificate, as a problematic class for DMA majors.</p>	<p>Students who have not completed the program also have not completed ART 293 and ENT120.</p> <p>The Internship class is the culminating class and this implies that when Internship numbers are low so is the graduation rate. Plans of changing the Internship ART293 contact hours are being implemented to improve this measure.</p> <p>Data show that there is a poor completion and passing rate for the ENT120 class. Student interviews have revealed that the course content of ENT120 (Starting a Small Business) does not align with the needs of the digital media student after graduation. It should also be noted that DMA graduates often work as self-employed freelancers, this is a common practice in art related fields, skill necessary to work as a freelancer is not part of the ENT120 curriculum. Steps being taken by the DMA program to resolve this problem included offering an experimental Learning Community summer class ART 197, "Business in Art" with the Practicum class.</p>

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

The advisory council member's recommendations:

- Integrating videos into presentations.

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

- Equity crowd funding for films
 - Teach video with DLSR instead of video camera.
 - Emphasized that students need an understanding of how to write, e.g. story telling.
 - Interacting with film history class in the communication department at UH
- Tends:
- A decrease in pay for services, and big animation jobs shipped over seas.
 - Important to understand the business end of media—the changing landscape.
 - Japan and Korea building their own industry. China looking outside of China and are dedicated to growth.

Part III: Action Plan

Goals and Planning

List additional Program Action(s), not included in the AMP to be implemented for program success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Program Action 1		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
The DMA program will continue its efforts to develop a 2+2 program in Digital Media Arts with UH Hilo art department.	Program Development	ILO 3	B.1	c.	Yes
	None	None	A1.1	New Strategy	
	None	None	A1.1	New Strategy	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Program Action 1** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

We are currently in collaboration with UH Hilo Art Department faculty on drafting a 2+2

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

program in Digital Media Arts. Students will do two years of course work at HawCC then transfer or graduate to UH Hilo to do two more years of upper division course work in digital media, and then graduate with a BA with a digital media emphasis.

Calendar of planned activities for **Program Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 1**

Activity(ies)	When will the activity take place
Example: Nursery design development Shade replacement Irrigation design and installation	September 2014 Fall 2014 Spring 2015
Work with UH Hilo to align a sequence of classes that transitions HawCC classes to UH Hilo upper division courses.	Spring 2014, Fall 2014

Program Action 2		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
To improve persistence and completion rates.	Graduation	ILO 3	B.1	a.	
	None	ILO 1	A1.1	b.	
	None	ILO 1	A1.1	New Strategy	

Narrative of New Action Strategy for Strategic Plan:

1.
2. .
3.

Briefly explain how **Program Action 2** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

This aligns to Goal A: Educational Effectiveness and Student Success.

Calendar of planned activities for **Program Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 2**

Activity	When will the activity take place
- help students with internship placement one semester prior to the student registering for the	Spring 2014, Fall 2014

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

internship class. - The program will guide the student in the graduation process. - The program will contact each eligible student to apply for graduation. - Advising students target graduation in one year of entering the program.	
- Advise to seek help with peer tutors	

Program Action 3		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
To once again work on the AS degree	Program Development	ILO 3	B.1	a.	
	Transfer	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Program Action 3** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

Aligns to Goal B: Functions as a Seamless State System
--

Calendar of planned activities for **Program Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 3**

Activity	When will the activity take place
Modify the AS degree that was approved in curriculum central to align to UHH. Get AS proposal BOR approved.	Spring 2014, Fall 2014

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

List specific action plans for any Perkin's Core Indicator for which this program did not meet the goal.

Perkin's Indicator	Action Plans	When will the activity take place
2P1	<ul style="list-style-type: none"> - help students with internship placement one semester prior to the student registering for the internship class. - The program will guide the student in the graduation process. - The program will contact each eligible student to apply for graduation. - Advising students target graduation in one year of entering the program 	Spring 2014, Fall 2014
3P1	Catch struggling students early to seek tutoring.	Spring 2014, Fall 2014
1P1		
1P1		
1P1		
1P1		

Part IV: Resource Implications

List Top 3 Cost Items needed for program success. Identify alignment to the AMP Program Actions, Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
upgrading of new digital media software	Equipment		E.1	d.		S3	W2
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

DMA maintains one computer lab with 20 workstations. The workstations are installed hi-end industry standard graphics software packages, and a broad range of technology peripherals. Upgrades to softwares are necessary to keep our student current with the digital media industry when they enter the work force.

This cost item aligns with the technological strategic plan 1.4 - Update equipment as needed to stay abreast with technological and user demands.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
Replacement of digital camera, video equipment, and printers	Equipmen		E.1	d.		S3	W2
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

Briefly explain why **Cost Item 2** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Replacement of broken or out dated digital hardware is necessary to keep our student current with the digital media industry when they enter the work force.

This cost item aligns with the technological strategic plan 1.4 - Update equipment as needed to stay abreast with technological and user demands.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
	Equipmen		A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Briefly explain why **Cost Item 3** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

--

Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for the 2012-2013 program year.

	Check mark if Assessed this year	Program Student Learning Outcomes
1	<input type="checkbox"/>	Use technology effectively to create visual artworks.
2	<input type="checkbox"/>	Gather, analyze and evaluate information visually and critically.
3	<input checked="" type="checkbox"/>	Contribute and apply knowledge of aesthetics to the needs of the community.
4	<input type="checkbox"/>	Demonstrate professionalism with a digital portfolio.
5	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) Evidence of Industry Validation for CTE Programs – 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, the recommendations for, approval of, and/or participation in, assessment by the program’s advisory council can be submitted. – Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.

Students take Art293 Internship class(a culminating class before graduation) as part of the CC curriculum. Since this class sends students with digital media skills to do actual industry work, it gives the DMA program feedback/validation on the student’s outcome from the program. Another aspect of industry validation for the DMA program is that advisory committee has actively participated in helping the program draft rubrics to assess our DMA SLO’s.

B) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity.”

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

70% of the artifacts assessed by the Assessment Team will meet or exceed expectations.

C) List Course(s) Assessed – List the courses assessed during the reporting period.

Art 293

D) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

SLO #3: Contribute and apply knowledge of aesthetics to the needs of the community.

Step 1. Identify the artifact(s) (i.e., student work) for assessment and course(s) from which selected:

Name/Description of artifact:

Art 293 Internship digital portfolio

Step 2. Develop the assessment tool (e.g., rubric) to be used with 3 levels of assessment, if applicable—Level 1=does not meet expectations; Level 2=meets expectations; Level 3=exceeds expectations. Attach the assessment tool.

EXCEEDS EXPECTATIONS – LEVEL 3 Score 3 points

MEETS EXPECTATIONS – LEVEL 2 Score 2 points

DOES NOT MEET EXPECTATIONS - 1 Score 1 point

1) Effectively contributed and communicated aesthetic knowledge and expertise as an intern.

1) Contributed and communicated aesthetic knowledge and expertise as an intern.

1) Did not contribute and communicated aesthetic knowledge and expertise as an intern.

2) Effectively demonstrated self-management and interpersonal skills with people from a variety of backgrounds.

2) Demonstrated effective self-management and interpersonal skills with people from a variety of backgrounds.

2) Limited self-management and interpersonal skills with people from a variety of backgrounds.

3) Effectively demonstrated self-awareness and self-assessment as an intern.

3) Demonstrated self-awareness and self-assessment in the internship.

3) Demonstrated limited self-awareness and self-assessment in the internship.

4) Analyzed information collected and presented them coherently in the project.

4) Analyzed information collected and presented them in the project.

4) Little or no analysis of information collected and presented in the project.

5) Worked effectively as a member of a project team and meet deadlines.

5) Worked as a member of a project team and met deadlines.

5) Did not work effectively as a member of a project team and meet deadlines

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Step 3. Set the Performance Rate

80% of the artifacts assessed by the Assessment Team will meet or exceed expectations

Step 4. Describe the method used to collect the artifacts:

Where or from whom artifacts will be collected:

Eportfolios are presented and collected at the end of the semester.

When will artifacts be collected: Collected by May 11, 2013. Assessment Team evaluation completed by May 11, 2013.

Step 5. Describe the sampling method used to collect the data:

100% of the eportfolio were evaluated by the Assessment Team

Step 6. Describe the composition of the Assessment Team (AT) (add more rows as needed):

Evaluator(s):

1 One faculty member

2 One graduate currently working in DMA or one employer of graduates

3 One Advisory Board member

E) Results of Program Assessment – The % of students who met the outcome(s) and at what level they met the outcome(s).

Of the 21 forms given to the three members to evaluate the eportfolios, 80% of the evaluations were rated exceeded or meet expectations.

F) Other Comments – Include any information that will clarify the assessment process report.

The assessment were done live, which means students gave the presentation of their eportfolio to the assessment committee during their final presentation for the class.

G) Next Steps – Describe what the program will do to improve the results. “Next Steps” can

include revision to syllabi, curriculum, teaching methods, student support, and other options.

Benchmarks for this PLO has been met. The rubric to assess this PLO was reviewed by the DMA advisory council in our April 2013 meeting.