HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE PROGRAM REVIEW REPORT

DIGITAL MEDIA ARTS

November 30, 2012

Reporting Period: July 1, 2009 to June 30, 2012
Assessment Period: July 1, 2009 to June 30, 2012

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Program 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 Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program Reviews are available to the college and community at large to enhance communication and public accountability.

HAWAI'I COMMUNITY COLLEGE
COMPREHENSIVE PROGRAM REVIEW REPORT
DIGITAL MEDIA ARTS

Part I: ANNUAL PROGRAM REVIEW

	Demand Indicators	Program Year			Demand Health Call
		09-10	10-11	11-12	
1	New & Replacement Positions (State)	42	51	10	**Unhealthy**
2	*New & Replacement Positions (County Prorated)	5	6	1	
3	*Number of Majors	62	64	63	
4	SSH Program Majors in Program Classes	435	489	489	
5	SSH Non-Majors in Program Classes	303	480	621	
6	SSH in All Program Classes	738	969	1,110	
7	FTE Enrollment in Program Classes	25	32	37	
8	Total Number of Classes Taught	20	24	25	

	Efficiency Indicators	Program Year			Efficiency Health Call
		09-10	10-11	11-12	
9	Average Class Size	12.3	13.5	14.8	**Cautionary**
10	*Fill Rate	90%	84%	78%	
11	FTE BOR Appointed Faculty	0	0	0	
12	*Majors to FTE BOR Appointed Faculty	0	0	0	
13	Majors to Analytic FTE Faculty	30.8	24.5	24.0	
13a	Analytic FTE Faculty	2	2.6	2.6	
14	Overall Program Budget Allocation	Not Reported	$257,538	$237,229	
14a	General Funded Budget Allocation	Not Reported	$33,425	$48,771	
14b	Special/Federal Budget Allocation	Not Reported	$224,113	$178,888	
14c	Tuition and Fees	Not Reported	$0	$9,570	
15	Cost per SSH	Not Reported	$266	$214	
16	Number of Low-Enrolled (<10) Classes	3	3	5	

	Effectiveness Indicators	Program Year			Effectiveness Health Call
		09-10	10-11	11-12	
17	Successful Completion (Equivalent C or Higher)	83%	80%	82%	**Cautionary**
18	Withdrawals (Grade = W)	6	19	17	
19	*Persistence (Fall to Spring)	71%	68%	66%	
20	*Unduplicated Degrees/Certificates Awarded	8	24	12	
20a	Degrees Awarded	0	0	0	
20b	Certificates of Achievement Awarded	0	0	0	
20c	Advanced Professional Certificates Awarded	0	0	0	
20	Other Certificates Awarded	8	24	12	

d					
21	**External Licensing Exams Passed**	Not Reported	Not Reported	N/A	
22	**Transfers to UH 4-yr**	1	1	2	
22 a	**Transfers with credential from program**	0	0	0	
22 b	**Transfers without credential from program**	1	1	2	

	Distance Education: Completely On-line Classes	Program Year			
		09-10	**10-11**	**11-12**	
23	Number of Distance Education Classes Taught	0	0	0	
24	Enrollment Distance Education Classes	0	0	0	
25	Fill Rate	0%	0%	0%	
26	Successful Completion (Equivalent C or Higher)	0%	0%	0%	
27	Withdrawals (Grade = W)	0	0	0	
28	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	0%	

	Perkins IV Core Indicators 2010-2011	Goal	Actual	Met	
29	1P1 Technical Skills Attainment	90.10	100.00	Met	
30	2P1 Completion	45.00	66.67	Met	
31	3P1 Student Retention or Transfer	56.00	83.33	Met	
32	4P1 Student Placement	51.00	100.00	Met	
33	5P1 Nontraditional Participation	N\A	N\A	N\A	
34	5P2 Nontraditional Completion	N\A	N\A	N\A	

Last Updated: August 6th, 2012

Part II. Analysis of the Program

DMA has an unhealthy demand indicator score due to the high number of majors (63 majors - Demand Indicator #3) being significantly greater than the number of new and replacement positions available that are county prorated (1 new and replacement positions - Demand Indicator #2). DMA is aware of this discrepancy and is looking into adjusting the SOC codes that are used to determine program health.

Student interest in the Digital Media Arts program remains strong. During AY 09-10 there were 62 majors, in AY10-11 there were 64 majors and this reporting AY 11-12 with 63 majors. When evaluating the data, it is important to note the sequence of DMA classes a student takes and the limited rotations of classes the program offers 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 a Third semester: Art 293 and Ent 120 (requires students to finish in 3 semester).

Taking into account the cohort that matriculate 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 one DMA lab.

Student Semester Hours (Demand Indicator #6) in all program classes remain strong at 1,110. Recruitments for PY11-12 were significantly decreased from the previous year. Outreach activities to high schools, college fairs, and hosting an open-house were not performed this reporting period. We did, on the other hand, hosted campus tours of the DMA computer lab. Marketing materials were showed to perspective students included a video commercial of the Digital Media Arts (DMA) program at Hawai'i Community College, brochures and postcards designed by students, and samples of students' work.

According to the data provided, the average annual new and replacement positions are 10 (Demand Indicator #1) at the state level and only 1 (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 (due to sharing this SOC codes with other academic programs in our county), the number is reduced to the point that the number of prorated available new positions

in our county (Demand Indicator #2) is so low (1) 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 the DMA-related fields especially for a place like Hilo where there is a cottage industry of artists and graphic designer, unlike big cities where there are big design firms to hire graduates), but are not accounted for in the current data analysis. With the data that was used to determine the demand indicator (unhealthy) of the DMA program indicates an excess of supply over demand.

Program Efficiency

The Average Class size (Efficiency Indicator #9) has increase from pervious year 13.5 to 14.8. The Class Fill Rate (Efficiency Indicator #10) is at 78%, down from the previous year of 74%. According to the scoring rubric, this is considered 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 healthy to cautionary. In PY11-12 DMA offered 25 classes, of which, 4 classes were taught by full time faculty, and the other 21 classes were taught by lecturers. While DMA and Art share 2 FTE faculty, the program is heavily dependent on lecturers.

Program Effectiveness

DMA student successful completion and persistence has been steadily decreasing: from 71% to 68% and in PY11-12, persistence from Fall to Spring was 66%, this may be due to an increase in part-time students, and may also be due to the new financial aid requirements. Graduation numbers also decreased: in PY11-12, of the 63 DMA majors 12 graduated --only 19% graduated from previous years 24 graduates.

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.

Significant Program Actions

1) Through the assessment process we've eliminated 2 of our SLO's and revised the last SLO.
2) Started a dialog on a 2+2 program in digital media arts with UH Hilo

Action Plan Results from previous year:

3) Recruitment activities were decreased from previous year due to the program being sufficiently staffed
4) Engagement and retention extra-curriculum art workshops were held on Fridays.
5) We are in the 4th year of the Native Hawaiian Career and Technical Education Project (NHCTEP) grant.
6) During PY11-12 the DMA program sent program staff to various conventions in digital media to keep the program up to date.

Perkins IV Core Indicators

The DMA program met all four of its core indicators.

Part III. Action Plan

The DMA program will continue its efforts to develop a 2+2 program in Digital Media Arts with UH Hilo art department. 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, especially in areas of visual communication.

Recruitment:
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.

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.

Engagement and Retention:
Continue student learning outcome assessment. Working with instructors to reflect on assessment results and using these results to make adjustments in the curriculum.

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 the program as a whole.

Part IV. Resource Implications

The DMA program maintains one computer lab with approximately 20 workstations. These workstations are installed with high-end industry standard graphics software packages. The lab is equipped graphic output and input machine. And the lab also lends out digital video and camera equipments. The lab has a persistent need to update hardware and software, trouble shoot daily computer and equipment operational problems -- at present all this is supported by HawCC IT and open lab hours are staffed by 2 lab monitors.

The DMA program administers an Alu Like inc. three-year (academic years 2009/2010 through 2011/2012), $750,000 grant, awarded under the Native Hawaiian Career and Technical Education Project (NHCTEP). This grant provides funding that staffs an Educational Specialist and one Fiscal and Administration Specialist, two DMA lab monitors, one DMA mentor and provides for all the equipment for the lab: computers, printer and scanner equipments, video cameras, and digital cameras, purchase supplies for the lab etc. The grant also pays for salary and fringe of lecturers to teach up to 15 classes in an academic year. The DMA program is currently in the NHCTEP grant's automatic 4th year extension, in which $250,000 were additionally awarded.

Program Student Learning Outcomes

For the 2011-2012 program year, some or all of the following P-SLOs were reviewed:

Assessed this year?		Program Student Learning Outcomes
1	Yes	1. Use technology effectively to create visual artworks.
2	No	2. Gather, analyze and evaluate information visually and critically.
3	No	3. Contribute and apply knowledge of aesthetics to the needs of the community.
4	No	4. Demonstrate professionalism with a digital portfolio.

A) Evidence of Industry Validation

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 Achievement

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

C) Courses Assessed

Art 293 Internship

D) Assessment Strategy/Instrument

EXCEEDS EXPECTATIONS – LEVEL 3	MEETS EXPECTATIONS – LEVEL 2	DOES NOT MEET EXPECTATIONS – LEVEL 1
• Artwork created appropriate software is excellent in quality of execution and quality of idea. • Artwork created using appropriate software is excellent in understanding of design principles and elements of art. • Eportfolio created using appropriate software presented a portfolio of work professionally. • Artwork printed shows care, attention to detail, and is professional in presentation. • Images captured with the use of a digital camera has excellent understanding of design principles and technical knowledge of the digital camera. • Artwork made using a digital video camera has excellent understanding of design principles and technical workings of the digital video camera. • All written statements for artworks describes, interprets, reflects, compares and assesses visual works and expresses these thoughts using appropriate vocabularies of art.	• Artwork created using appropriate software is good in quality of execution and quality of idea. • Artwork created using appropriate software is good in understanding of design principles and elements of art. • Eportfolio created using appropriate software presented a portfolio of work. • Artwork printed shows some care, attention to detail, and is presented well. • Images captured with the use of a digital camera has good understanding of design principles and technical knowledge of the digital camera. • Artwork made using a digital video camera has good understanding of design principles and technical workings of the digital video camera. • All written statements for artworks describes, interprets, reflects, compares and assesses visual works and expresses these thoughts using some vocabularies of art.	• Artwork created using appropriate software is poor quality of execution and quality of idea. • Artwork created using appropriate software is poor in understanding of design principles and elements of art. • Eportfolio created using appropriate software presented a poor portfolio of work. • Artwork printed using lacks care, attention to detail, and is not presented well. • Images captured with the use of a digital camera has poor understanding of design principles and technical knowledge of the digital camera. • Artwork made using a digital video camera has poor understanding of design principles and technical workings of the digital video camera. • All written statements for artworks does not describes, interprets, reflects, compares and assesses visual works and expresses these thoughts using inappropriate or no vocabularies of art.

E) Results of Program Assessment

100% of artifacts assessed were rated "Exceeds Expectations".

F) Other Comments

Comment by a faculty member:
"This program SLO(Use technology effectively to create visual artworks) is a SLO that should be a showcase of the DMA program"

G) Next Steps

The DMA program has eliminated 2 of its SLO's and redrafted the last SLO to reflect the program's goals. The program will concentrate on developing Art 115 (a non digital class) work into digitized portfolios for assessment purposes.

Part II:

A. Program Effectiveness

1.   In Table 1, write a brief narrative describing the program. Clearly describe how the program supports the College's mission and Institutional Learning Outcomes (ILOs).

Table 1: Description and Alignment with Mission and ILOs

Program Description:

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. The DMA program of study also provides professionals already in the field with updated technology training. The program is supported by: two tenured faculty, six lecturers, one educational specialist, one .75% FTE fiscal/administrative specialist, and three student workers.

How does this Program support 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, economic environments, and especially in visual communication. In this way, students become productive and engaged citizens, capable of meeting the complex challenges of a global community.

ILO: Our graduates will be able to communicate effectively in a variety of situations.
How does the Program support the ILO:

DMA Learning outcome 1 aligns to this ILO.

1. 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.

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

DMA Learning outcome 2 aligns to this ILO.

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

DMA Learning outcome three aligns to this ILO.

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

Students in the program will be artistically informed citizens who can make our community a more visually satisfying place to live.

2.	In Table 2, list the Program's top 3 goals/plans from the last **Comprehensive Review period: AY-2006/07 to AY-2011/12.** Evaluate the accomplishments of each goal.

Table 2: Previous Goals

Goal 1:

Complete the Authorization to Propose an A.S. degree in DMA. This is almost in completion.

Goal 1 Evaluation:

The DMA A.S. Degree proposal was submitted to the Curriculum Review Committee and forwarded to the Academic Senate for voting, where it passed unanimously in May 2011. The proposal was then submitted to the University of Hawaii System Council of Chief Academic Officers(CCAO) for review. On July 2011 DMA faculty met with the CCAO in Honolulu. The CCAO had reservations about the duplication of the A. S. degree, that an AS degree is already in place on Oahu, so we do not need one here on the Big Island. They were also concerned about the high cost of the degree without the Alu Like Inc. grant. The CCAO suggested for the DMA program to work with UH-Hilo to establish a 2+2 program. UH-Hilo Dean Randy Hirokawa who was also present at the CCAO meeting was supportive of this idea. We are currently meeting with UH Hilo art department on the possibilities of a 2+2 program.

Goal 2

Continue to work with Alu Like Inc. to meet our goals for the continuation of our grant.

Goal 2 Evaluation:

Since 2009 the DMA program has reapplied for the Alu Like Inc. of Honolulu Native Hawaiian Career and Technical Educational Grant, and was re-awarded in 2010 with another 3 years of funding. This grant was extended in its third year for an additional year of funding, we are currently in the grant's 4th year extension.

Goal 3

Complete the assessment of SLO #2 and revise several SLO's or eliminate them if they cannot be measured.

Goal 3 Evaluation:

SLO #2 was assessed, and since 2009 we have drafted a five-year plan for the assessment of the SLO's. We have also eliminated 2 of our SLO's and re-drafted our last SLO.

Our current SLO's:

1. Use technology effectively to create visual artworks.

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

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

4. Demonstrate professionalism with a digital portfolio.

3.   In Table 3, list the Program's Strengths and Weaknesses
    a.   Briefly describe the program's top 3 strengths and 3 weaknesses to include:
        1) An analysis of data elements - demand, efficiency & effectiveness (Data may be determined by UHCC System or campus)
        2) Other pertinent information

Table 3: Strengths and Weaknesses

Strengths

S1:

In the Hawai`i Island component of the Statewide Comprehensive Economic Development Strategy (CEDS) 2010 report (chapter 5, page 14 of the report) claims that one of the strength of Hawai`i county is that Hawai'i Community College has an existing Digital Media Program to meet the needs of the community in new digital technology.

Visual information such as brochure/book covers, posters, food labels, etc. were at one time designed by someone using cut and paste method of production. With the advent of the computer and its graphics software applications graphics work require the mastery of this new technological tool. The printing press changed the way we communicated, and now the computer in our time is impacting the evolution of image making and visual communication. The DMA program at HawCC is the only digital program on the Big Island. UH Hilo does not have a digital media arts program, in fact UHH art students come to HawCC for digital media classes.

Evaluation:

Student interest in DMA remains strong at 63 major in PY11-12.

S2:

The DMA program has developed many student support services. There is a dedicated Educational Specialist to help advise and council students with their academic journey. The DMA program also organizes many extra curriculum activities within the semester. This semester (Fall 2012) we held our own DMA orientation for our 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. This semester the program hosted Feasting Fridays every third Friday(with donations from faculty and staff). On other Fridays the program organized art workshops with subjects that are outside the DMA C.C. curriculum.
Workshops we have held:
-    Claymation workshop with oil-based clay was conductor on September 9th . Character created during this workshop will be used to make a DMA commercial in the part II of

- this workshop.
- A screening of a photography film was featured on September 19, 2011
- A woodcut workshop was conducted on September 23, 2011
- The works of a contemporary New York artist Mark Stilwell was featured on Oct. 21, 2011
- Souper Friday was back on the Friday Oct. 28 along with a sumi brush painting workshop.
- Students who went to the WIPCE gave a presentation on Oct. 3, 2011
- A workshop of matting and framing of artworks was conducted on Nov. 04 and Nov. 11, 2011
- Workshop by Kathleen Kam, a local mural artist. Kathleen gave a powerpoint presentation on murals, a lecture on colormixing and transferring of a image to size to the wall. This will be a three-part workshop to prepare students to work on the Native Hawaiian floral and fauna mural project on the outside wall of the cafeteria. Jan. 27th
- Workshop II by Kathleen Kam -a hands-on demonstration of mixing and duplication of color. Feb 10, 2012
- Workshop III by Kathleem Kam. Painting of the mural on the wall. March 2, 2012
- IDVD workshop on how to create a digital portfolio. March 9, 2012
- Calligraphy workshop II. April 13, 2012
- Recycle art workshop. April 20th, 2012
- Students continues to work on the Native Hawaiian floral and fauna mural on the cafeteria wall.

Evaluation:

These workshops and social events are extra curriculum activities meant to engage students. A longitudinal study of student persistence(more than just Fall to Spring) and graduation rates is required to assess whether these activities indeed have student engagement results.

S3:

With the funds from the Alu Like Inc of Honolulu NHCEP grant we are able to provide faculty and staff development opportunities. The nature of our area of study is that the software we teach continually change with the evolution of the technology. That means our instructors need to keep up with the ever-changing trends of the technology. Recently the DMA program has sent instructors to: a 3-D animation convention, to a Design conference, and to a program management workshop. To keep current with the new Adobe CS6 software our instructors on their own time received training on Lynda.com, and were certified on the software they teach.

Evaluation:

These faculty and staff development opportunities are funded by the grant and have a direct benefit to the students. Without the grant the college will hopefully commit to supporting some of these self-development activities so that our instructors keep current with this multi-faceted, complex and ever-changing hi tech field.

Weaknesses

W1:

DMA student successful completion and persistence has been steadily decreasing: from 83% to 80%, 71% to 68% and in PY11-12, persistence from Fall to Spring was 66%. Graduation numbers also decreased: in PY11-12, of the 63 DMA majors 12 graduated --only 19% graduated.

Evaluation:

There is correlation between students who enroll in the Internship class, Art 293, and graduation numbers. The Internship class is the culminating class and this implies that when Internship numbers are low so is the graduation rate. The DMA program is concentrating its effort in this particular area for the next reporting period.

One of the main difficulties that we've identified is that it is hard for the students to take the initiative to find an Internship site on their own. The policy for the internship class currently is that the student needs to find their own internship site before ever signing up for the class. Concentrating efforts in helping students to be placed in quality internships with adequate mentorship will help increase this measure.

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.

The DMA program is implementing the following measures to improve graduation rates:

- Educational Specialist meeting with students and helping 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 to target graduation in one year of entering the program.
- The program will require mandatory resume workshops.
- The program will implement mock interview workshop.

As mentioned above our extra curriculum activities are intended to help with student engagement and retention, but a more longitudinal study is required to see if they are effective engagement and retention activities.

When the NHCTEP grant ends the Educational Specialist position will need to be replace by a permanent position to continue serving the needs of the students.

W2:

To adequately grow, especially if the program plan to grow to an A.S. degree, DMA need to increase its lab/classroom space from one to two.

Evaluation:

Similar programs in UHCC system that is similar to our program for comparison purposes is the KCC New Media Arts Program. Their A.S. degree in New Media Arts in PY10-11 serviced 59 majors. They are operating with 3 separate computer lab spaces that maintained approximately 60 workstations. Compare that to DMA's certificate of completion with 63 majors and one computer lab that maintains 20 workstations. The KCC program have 4 FTE dedicated to the program. We can see that for DMA to be realistically ready to re-propose the A.S. more lab 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.

Perhaps a mobile lab is a possible solution. Offering more on-line classes is also an option.

W3:

The program is heavily dependent on lecturers. In PY11-12 DMA offered 25 classes, of which, 4 classes were taught by full time faculty, the other 21 classes were taught by lecturers.

Evaluation:

DMA need another 1 FTE position dedicated to teaching only DMA classes.

4. List the Program Outcomes in Table 4. Indicate the assessment method for each outcome, summarize the data gathered and briefly describe any changes made based on assessment and results of the change from the prior year (closing the loop).

Table 4: Program Assessment Data
Report on assessment of program outcomes for the past five years. Use the sample format shown below or use your program-specific format.

Program Name: Digital Media Arts
Date: 11/14/2012
Author(s): Meidor Hu

Program Assessment Data

Program SLOs Assessed:

1. Use technology effectively to create visual artworks.

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

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

4. Demonstrate professionalism with a digital portfolio.

Evidence of Industry Validation (CTE Programs)

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.

Expected Level of Achievement

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

Course(s) Assessed

All classes required by the DMA CC were assessed except for Ent120(Entrepreneurship)and Art 115(2-D Design, a non-digital class). Not all DMA courses listed in the catalog have been assessed because some of them have never been taught after it was proposed. DMA's one lab space can only accommodate classes that are required by the C.C., and have no extra time slots for other optional DMA classes.

Course that were assessed: Art112(Introduction to Digital Arts), Art202(Digital Imaging), Art209(Image in Motion), Art212(Digital Animation), Art 293(Internship), Art107D(Introduction to Digital Photography).

Assessment Strategy/Instrument

Student digital portfolios were collected and the Assessment team comprised of one faculty member, one graduate currently working in DMA, or one employer of graduates, and one advisory board member.

Results of Program Assessment

All the SLO's assessed met or exceeded expectations.
Here are some assessment results:

For Art 293: Internship class, the members thought that some of the Rubrics for Evaluation for the SLO were not applicable to what the students created depending on their internship site and job. For instance, a student who did an internship with the Hawaii Film Commission did not gather, analyze and evaluate information visually as a student who interned at a company who needed graphic or web development did. Of the 21 forms given to the three members, 80% of the evaluations were rated either excellent or very good but the rest were not applicable rubrics.

For Art 212: Digital Animation, the members evaluation were mixed. There were some Excellent, others were Very Good and still others Average and Not Applicable came up again.

For Art 202: Digital Imaging: out of the 7 artifacts sampled, all the student projects were deemed in keeping with SLO #2 to some degree or another. However, since the evaluation rubric asked for Below Average, Average, Good, Very Good or Excellent for various questions applicable towards SLO #2 Gather, analyze and evaluate information visually and critically, it is difficult to put a percentage to their response. There were several artifacts that were scored poorly by one member but not all the members felt that way. In addition, some of the rubric were again not applicable to the artifacts. The instructor said they were not required to put them on the site.

99% of the artifacts assessed for Art 202 and Art 107D by the assessment team meet or exceeded expectations.

The quality of the random sampled artifacts from this class impressed the evaluation team. All comments were positive and encouraging; here are some general comments by the assessment team:

- "Exceptional project"
- "Very impressive results and very beneficial to the community at large"

• "The skill that they gain today will without a doubt serve them and their respective businesses in the future. Skills like these are crucial in the survival of any organization." • "Keep it up"

Next Steps
Assist Art115 instructors to document student works to make digitize portfolios for assessment. Assessment of Art115 and other optional digital media course such as Art125, Art126 and Art284 that have not been assessed yet.

5. Insert grid showing alignment of courses to program outcomes:

Course alpha/no	Title	Use technology effectively to create visual artworks.	Gather, analyze and evaluate information visually and critically.	Contribute and apply knowledge of aesthetics to the needs of the community.	4. Demonstrate professionalism with a digital portfolio
Art 107	Introduction to Photography	x	x		
Art 107D	Introduction to Digital Photography	x			x
Art 112	Introduction to Digital Arts	x	x		
Art 115	Foundation Studio: 2-D Design		x	x	
Art 120	Intro to Typography	x	x		
Art 125	Introduction to Graphic Design			x	x
Art 126	3-D Computer Graphics	x	x		
Art 159	History of Communication Design	x	x		
Art 202	Digital Imaging				x
Art 209	Image in Motion Studio	x	x		
Art 212	Digital Animation	x	x		
Art 225	Graphic Design II				x

Course alpha/no	Title	Use technology effectively to create visual artworks.	Gather, analyze and evaluate information visually and critically.	Contribute and apply knowledge of aesthetics to the needs of the community.	4. Demonstrate professionalism with a digital portfolio
Art 226	3D Computer Graphics II	x	x		
Art 238	Interface Design	x			x
Art 246	3D Computer Graphics III	x			
Art 248	Digital Post-Production				
Art 249	Interface Design II	x	x		x
Art 257	Motion Graphic Design	x	x		
Art 259	Narrative Game Design	x	x		
Art 269C	Study Abroad – Japan – See under Humanities		x		
Art 293	Internship			x	x
Art 294	Practicum in Digital Arts			x	x
Art 295	Design Portfolio				x
Art 296	Demo Reel Development				x

6. **Other Important Considerations**
   In Table 5, provide other considerations that could affect the program during the next three academic years (e.g. trends noted over the review period, comparisons to any applicable standards, summaries of Student and/or Employer Satisfaction Surveys, Program Advisory Board recommendations, external factors, etc. (if applicable)

Table 5: Other Considerations Affecting the Program.

DMA has partnered with Alu Like, Inc. of Honolulu and applied for and is administering a three-year (academic years 2010 through 2012), $750,000 grant awarded under the Native Hawaiian Career and Technical Education Project (NHCTEP), we are currently in an automatic 4th year extension the grant, that is another $250,000 was award for PY12-13.

The grant priorities of NHCTEP include providing individuals with: relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; technical skill proficiency, an industry-recognized credential, a certificate, or an Associate degree; and learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills. DMA is unique among programs under NHCTEP in that funds awarded directly support recruitment and retention of Native Hawaiian students working toward a C.C. in DMA. Native Hawaiian students and non-Native Hawaiian in the program receive one-on-one tutoring assistance from two grant funded tutors and educational guidance counseling from a grant funded Educational Specialist.

The NHCTEP grant also provides up to five courses free of tuition to Native Hawaiian students, all of which count toward the C.C. in Digital Media Arts: Art 112 Introduction to Digital Arts, Art 202 Digital Imaging, Art 209 Image in Motion Studio, Art 212 Digital Animation, Art 293 Internship, and Art 115 in the Summer. The NHCTEP grant funds the instruction-related personnel costs for a maximum of 15 DMA courses each academic year, and inasmuch, these 15 courses are available to Native Hawaiian students free of tuition. These courses total about half of all the courses required for the C.C. in Digital Media Arts that the college at present does not have to pay for.

The NHCTEP grant paid for all digital video equipment, printers, software, and two-thirds of the computers used by students in the DMA computer lab. The NHCTEP grant also provides funding to cover wages and fringe for 40 hours of student-worker help to monitor the DMA equipment and to assist DMA teachers by providing one-on-one tutoring to DMA students both in the classroom setting and during open lab hours. The NHCTEP

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grant provides funding that enables Hawaiʻi Community College to staff DMA with two Administrative, Professional, Technical positions – one Educational Support staff and one Institutional Support staff. Although the current fourth-year, $1,000,000 NHCTEP grant mandates that Native Hawaiian students specifically are to benefit from the award, all DMA program participants, whether they are Native Hawaiian or not, benefit from NHCTEP funded services and use of the digital video equipment, computers, and software.

For the DMA program to continue providing needed student services, maintain industry standard technology training, and succeed as a program after the grant ends, hopefully the college will commit to supporting some of the above mentioned program needs.

Part III Goals and Program Improvement

1. **Goals for AY 2013 – 2017**

   List the **Program's top 3 goals for Program success in the next Comprehensive Review period: AY 2012/13 to AY 2017/18**. Explain how these goals align with the mission, ILOs, UH Program counterparts, etc. (if applicable). Describe how these goals might improve the program and student learning.

Table 6: Goals and Alignment

Goal 1

Develop a Digital Media Arts 2+2 program with UH Hilo Art Department.

ILO alignment

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

UH Collaboration

We are currently in collaboration with UH Hilo Art Department faculty on drafting a 2+2 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, and then graduate with a BA with a digital media emphasis. I'm currently helping UH Hilo art faculty draft up an ATP to submit to their curriculum review committee.

Innovations

This is the first time the HawCC art program has collaborated with UHH art department. This endeavor if successful will significantly improve and pave a smooth transition from 2 year to a 4 year BA degree for our art students. There is a lot of work to be done on this alignment because of the fact that the HawCC DMA curriculum emphasizes workforce development where as the UHH art department courses has a fine art focus.

Goal 2

To improve persistence and completion rates.

ILO alignment

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

UH Collaboration

Work with UH Hilo and other UH Community Colleges to transfer our students to AS or BA program.

Innovations

The DMA program will implement the following measures to improve graduation and persistence rates:

- Educational Specialist meeting with students and helping 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.
- The program will require mandatory resume workshops.
- The program will implement mock interview workshops.

Goal 3

To keep the DMA current and competitive in this complex and multi-faceted hi tech field, the program will research, train instructor, and/or recruit qualified instructors to teach programming for mobile devices such as tablets and smart phones. The future of communication is in these devices.

ILO alignment

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

UH Collaboration

Work with UH Hilo to align a sequence of classes that transitions accordingly to UH Hilo upper division courses.

Innovations

Support professional development for DMA instructional staff, so they can be updated in the digital media field in order to maximize the learning experience of the students both in the classroom and in the program as a whole.

2. Action Plan for Program Improvement

Complete Table 7 to provide justification for Program budget requests

Table 7: Prioritized Top 3 Cost Items ("G" funded requests only)				
(examples given in *italics*; delete & replace with Program's items) Budget Categories: P=Personnel; E=Supplies Enhanced; EQ=Equipment (>= $5k); S1x=Program Review Special Fund; Budget Guidelines: Position requests should be listed separately; NO B Budget requests should be included				
Priority	**$ amount & budget category* Except R/M**	**Best fits which Action Strategies in the Strategic Plan and how? If it does not match to any of the existing Action Strategies, you may write a new one for recommendation.**	**Addresses which strength or weakness?**	**If currently grant funded, please explain: put date when funding ends and indicate HawCC commitment to support, if any**
1.hire 1 FTE-Faculty	*$55k, P*	*D.1 Recruit, renew and retain a qualified, effective and divers faculty, staff and leadership.* *D1.C:Fund new positions (faculty/staff) recommended by CERC when necessary and appropriate.Funding I & II*	*W3*	
2.hire 1 FTE-APT	*$38k, P*	*D.1 Recruit, renew and retain a qualified, effective and divers faculty, staff and leadership.* *D1.B: Evaluate temporary positions for conversion to permanent positions for funding. Funding I*	*W1*	Grant ends Aug 31 2012, but maybe extend for another year.

3. Additional lab/classroom space Or purchase of computers for a mobile lab.	EQ	E.1 Build and/or acquire appropriate facilities to deliver educational programs and services in underserved regions of the state, and identify repairs and maintenance requirements to properly maintain the facilities. E.1.B Utilize funding to plan, design, and begin construction of East Hawaii/Manono campus; master plan should be based on needs assessment to include but not be limited to: instruction, students staff, facilities, technology and parking for capacity of 5,000 headcount by 2015. Funding I & IV	W2	

**Strategic Outcomes Goals and Performance Measures are: A1.1, B4., C1., D3., E2., etc.

3. Use Table 8 to indicate staffing levels.

Table 8: Staffing

Faculty/Staff	Number of Positions
Faculty	2
Lecturers	6
APT	1.75
Clerical	

FORMAT FOR ALL PROGRAM REVIEWS

3)   Font: New Times Roman Font, 12 cpi

2)   Margins: 1" top, bottom, left, right

7)   Text Spacing: Single Spaced

8)   Paragraph spacing: Double Spaced, no indentations

9)   Page numbers: bottom/center

10)   Program Review Title and Part Numbers and Titles in Bold

11)   NO Table of Contents

12)   NO Appendices

13)   NO Pictures

10)   Avoid Headers/Footers (if needed, bottom-left footers only)(0.5)

11)   Title Page: see Template

12)   Program Review page length: approx. 8 pages w/out Budget sheets;

Submission:

Submit one electronic copy to the CERC Chair, suggest PDF format, if possible.

Part I: Insert Annual Program Review

Part II: Complete Attached Comprehensive Program Review Template