

HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Digital Media Arts

March 2, 2015

July 1, 2013 to June 30, 2014

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Program/Unit Review at Hawaii 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.

Program Review Outline

Cover Sheet

Outline Page

Program Description

3YR Review Report Summary

CERC Comments and Feedback

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

B. ARPD Data Analysis

C. Trends & Other Factors

Part II: Analysis of the Program

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

B. Program Mission

C. Strengths & Weaknesses

Part III: Course/Program Assessment

A. Course(s) Assessed

B. Expected Level of Achievement

C. Assessment Strateg(y/ies) & Instrument(s)

D. Results of Program Assessment

E. Next Steps

F. Evidence of Industry Validation for CTE Programs

Part IV: Action Plan

A. 20% Course Review

B. Previous Goals (Programs Actions) & Planning

C. New Goals (Action Strategies) and Alignment

Part V: Resource Implications

A. Cost Item 1

B. Cost Item 2

C. Cost Item 3

Part VI: Justification for Program Existence

Program Description

(Official Description from Catalog - then provide more in depth explanation of what this program does, who it serves and generally describe its 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.

3yr Review Report Summary – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.*

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

CERC Comments and Feedback --

CERC Comments as listed in most recent Comprehensive Review.

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.

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

- *If no changes were made at all, write "None."*
- *If no changes were made during this review period but you plan to in future periods, write "None in 2013-2014 however changes will be made in (AYs) and will be reported in that review."*
- *If no changes were made during this review period but changes were made in previous review periods, write "None in 2013-2014; however changes were made in (AYs)."*

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.

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at:

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW>

Print for convenience since you will need to use information to discuss your Program's indicators.

B. ARPD Data Analysis

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

If this Program is scheduled for Comprehensive Review, analyze program over 3 years.

Demand Health UNHEALTHY	Efficiency Health CAUTIONARY	Effectiveness Health UNHEALTHY
<p>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.)</p> <p>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-</p>	<p>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.</p>	<p>Number of Unduplicated Degrees awarded(10) to number if Majors(53) is 20% which is a "Healthy" call.</p> <p>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.</p> <p>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%</p> <p>Certificates awarded rate remain the same a last year at 19% of majors graduated.</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, career planning, internship placement and tutoring to DMA majors. In addition, the program will develop extra curricula activities such as workshops on Native</p>

<p>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 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.</p> <p>Student interest in the Digital Media Arts program has dropped from 63(A.Y11-12) majors to 53. During A.Y 10-11 there were 64 majors, and in A.Y10-09 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, assisting with counseling and advising on every step of each student's academic journey. One reason could be that the new financial aid rules has forced, other wise DMA declared majors, to be declaring as Liberal Arts majors to get the financial aid for their classes.</p> <p>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:</p> <p>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)</p> <p>Note the cohort that matriculates to the second semester is limited to the Art202 and Art209 class capped at 20 students per</p>		<p>Hawaiian activities, and opportunities for involvement in community service projects.</p>
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<p>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.</p>		
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Overall Health UNHEALTHY

Distance Education: Completely Online Classes -- List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITSO on strategies)

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 -- Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were not met and specify action strategies.

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

2P1 - 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

Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree) -- Describe how your program contributed to performance funding in these areas? If not, why and how do you plan to contribute in the future?

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.

C. Trends & 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.

- 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 II: Analysis of the Program

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai`i Community College (HawCC) 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.

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College’s Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

Example: The SUBS program’s faculty and staff fosters excellence in education, workforce development, academic advising and co-curricular activities that focus on engaging, challenging and transforming students to strive for academic excellence, personal growth, contributing members of the Hawai`i Island Community.

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.

2) ILO Alignment

a) **ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn’t support this ILO, write “No alignment to ILO1”

Example: The SUBS program’s curriculum prepares our graduates to communicate effectively by requiring the students to participate in: 1) small and large group discussions, both online and face-to-face; 2) individual and group presentations; 3) role play of interviewing and counseling skills; 3) fieldwork at practicum sites; 4) service learning activities on campus and in the greater community.

PLO1. Use technology effectively to create visual artworks.

b) **ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn’t support this ILO, write “No alignment to ILO2”

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.

c) **ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"

Last Modified on: 10-14-2013
 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.

B. Program Mission – *Write Official 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.

C. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<i>Example: Program Curriculum</i>	<i>Example: 1) Approved by the State Department of Health as meeting the addictions requirements for Certified Substance Abuse Counseling, and Certified Prevention Specialist educational requirements. 2) STEM Courses - SUBS 132, 268, 270 3) Contains sufficient SUBS core requirement courses to develop an AA Degree in SUBS 4) Indigenous course - SUBS 141 Ho`oponopono</i>
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 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	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 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

<p>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>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>
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2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
<p><i>Example:</i> Lacks 2-year Degree Program</p>	<p><i>Example:</i> Does not meet HawCC AMP Priorities (pp 5-10): Increasing Graduates in Science, Technology, Engineering and Math (STEM).</p>	<p><i>Example:</i> Proposal being made for New AMP Action Strategies that would allow and support the addition of a 2-yr Degree Program for SUBS.</p>
<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. Persistence rates from Fall to Spring was 66% last year and this year is 53.3% Graduation numbers also decreased: in PY11-12, of the 63 DMA majors 12 graduated 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: 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 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</p>	

	<p>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>	

Part III: Course/Program Assessment

A. Course(s) Assessed -- List the course(s) (Alpha/#) assessed during this reporting period.

Example:

Courses: SUBS 140, 245, 268

PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division 's (ADAD) Certification:

Embedded in PLO#1 are PLO 's 2, 3, 4, & 5

Art 293

B. Expected Level of Achievement -- Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That 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."

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

C. Assessment Strateg(y/ies) & Instrument(s) -- Describe what, why, where, when, and from whom assessment artifacts were collected.

Example:

SAMPLING: College records for seven (all) 2009 program graduates

Strategy/Instrument 2: 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 contributed 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 worked effectively as a member of a project team and meet deadlines

Strategy/Instrument 3:

Strategy/Instrument 4:

D. Results of Course Assessment - *Provide a summary of assessment results.*

Example:

RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a “C” grade or better. 1/7 students received an incomplete grade.

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

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.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<i>Change 1:</i>	<i>Evaluation of Change 1:</i>
<i>Change 2:</i>	<i>Evaluation of Change 2:</i>

E. Next Steps -- *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.*

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.

F. 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.

Part IV Action Plan

A. 20% Course Review

a) **Courses Reviewed** -- *List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.*

Course Alpha Number	Course Title
ART 107	INTRO TO PHOTOGRAPHY
ART 107D	INTRO TO DIGITAL PHOTOGRAPHY
ART 112	INTRODUCTION TO DIGITAL ARTS
ART 115	FOUNDATION STUDIO: 2D DESIGN
ART 120	INTRO TO TYPOGRAPHY
ART 125	INTRODUCTION TO GRAPHIC DESIGN
ART 126	3D COMPUTER GRAPHICS I
ART 159	HIST OF COMMUNICATION DESIGN
ART 202	DIGITAL IMAGING
ART 209	IMAGE IN MOTION STUDIO
ART 212	DIGITAL ANIMATION
ART 225	GRAPHIC DESIGN II
ART 226	3D COMPUTER GRAPHICS II
ART 238	INTERFACE DESIGN
ART 246	3D COMPUTER GRAPHICS III
ART 248	DIGITAL POST-PRODUCTION
ART 249	INTERFACE DESIGN II
ART 257	MOTION GRAPHIC DESIGN
ART 259	NARRATIVE GAME DESIGN
ART 269C	STUDY ABROAD - JAPAN
ART 293	INTERNSHIP
ART 294	PRACTICUM IN DIGITAL ARTS
ART 295	DESIGN PORTFOLIO

b) 20% Course Review Schedule

Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ART 107 - INTRO TO PHOTOGRAPHY	To be deleted				
ART 107D - INTRO TO DIGITAL PHOTOGRAPHY	Spring				X
ART 112 - INTRODUCTION TO DIGITAL ARTS		X			
ART 115 - FOUNDATION STUDIO: 2D DESIGN	Fall			X	
ART 120 - INTRO TO TYPOGRAPHY			X		
ART 125 - INTRODUCTION TO GRAPHIC DESIGN	Fall			X	
ART 126 - 3D COMPUTER GRAPHICS I			X		
ART 159 - HIST OF COMMUNICATION DESIGN					X
ART 202 - DIGITAL IMAGING	Spring				
ART 209 - IMAGE IN MOTION STUDIO		X			
ART 212 - DIGITAL ANIMATION			X	X	
ART 225 - GRAPHIC DESIGN II					X
ART 226 - 3D COMPUTER GRAPHICS II				X	
ART 238 - INTERFACE DESIGN		X			
ART 246 - 3D COMPUTER GRAPHICS III	Never offered				
ART 248 - DIGITAL POST-PRODUCTION					X
ART 249 - INTERFACE DESIGN II	Never offered				
ART 257 - MOTION GRAPHIC DESIGN					X
ART 259 - NARRATIVE GAME DESIGN					

ART 269C - STUDY ABROAD - JAPAN					
ART 293 – INTERNSHIP		X			
ART 294 - PRACTICUM IN DIGITAL ARTS			X		
ART 295 - DESIGN PORTFOLIO	Never offered				
ART 296 - DEMO REEL DEVELOPMENT	Never offered				

B. Previous Goals (Program Actions) & Planning

All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.

- List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.
- Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.

AMP Program Actions	Progress Evaluation & Evidence of Achievement
<p><i>Example:</i> 26.1 2009-2010: Recruit and Hire New SUBS -- FTE BOR Appointed Faculty</p>	<p><i>Example:</i> The CERC and HawCC administration approved new faculty position for program, which was submitted to UH system. However, this writer was informed that the position request got "lost" in the UH system, and therefore never forwarded to the State legislature for approval.</p>
<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. DMA facebook address: www.facebook.com/group.php?gid=152979024714380 Digital Media Club https://www.facebook.com/groups/DMAClub/261777503894525/ DMAClub@groups.facebook.com 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 Pahoa 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 (Pahoa) 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)</p> <p>2/22/13, 10-10:30am, Honoka`a HS DMA Lab visit, HawCC – 14 students</p> <p>2/28/13, 8am-1pm, Career Expo (Sangha Hall, Hilo) – spoke with 32 students in attendance (out of 486)</p> <p>3/5/13, 11am-12pm, Keanu La'ahana Charter School DMA lab visit, HawCC – 4 students</p> <p>4/12/13, 8:30am-12:30pm, Kamehameha Schools Career Shadows Program DMA program tour, HawCC – 7 students</p> <p>4/13/13, 10am-2pm, DMA Open House, HawCC – 15 students</p> <p>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>

C. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

Define Goal (Action Strategy) 1

<p><i>Example: Establish AA Degree in SUBS</i></p>
<p>The DMA program will continue its efforts to develop a 2+2 program in Digital Media Arts with UH Hilo art department.</p>

Alignment of Goal 1 to ILO(s)

<p>Explain how Goal 1 aligns with ILO(s) and provide supporting rationale</p>
<p>Example: Goal 1 aligns with ILO2 (Critical Thinking) by ...</p>

Goal 1 aligns with ILO3 (Community contribution) by ...
ILO 3

Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
<i>Examples:</i> <i>Goal 1 aligns with SP Action Strategy A1.1.c Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...</i> <i>Goal 1 does not align to a listed strategy, but aligns with SP Performance Measure A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...</i>
A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved. New Strategy
B1.c. Expand articulation agreements with four-year institutions and provide appropriate advising services for students to benefit from these transfer opportunities

Proposed New SP Action Strategy/Strategies (if applicable) – <i>If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.</i>

Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
<i>Example: Establishing an AA Degree in SUBS will increase the number of STEM Degree programs at HawCC and meet the Workforce push for more STEM graduates.</i>	X	X				X
The DMA program will continue its efforts to develop a 2+2 program in Digital Media Arts with UH Hilo art department.						X

<p>UH System Collaboration (if applicable)</p> <ul style="list-style-type: none"> • Include collaboration efforts w/other campuses. • Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).
<p>Example: There is dialogue among MauiCC, KauaiCC, and HawaiiCC to establish a common AA Degree in SUBS.</p>
<p>Yes</p>

Calendar of planned activities for Goal 1 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

Activity	When will the activity take place
<p>Example: Collaborating with other CCs complete SUBS AA Degree Authorization to Plan (AtP)</p>	<p>Example: Fall 2015</p>
<p>Work with UH Hilo to align a sequence of classes that transitions HawCC classes to UH Hilo upper division courses.</p>	<p>Spring 2014, Fall 2014</p>

Define Goal (Action Strategy) 2

<p>To improve persistence and completion rates.</p>

Alignment of Goal 2 to ILO(s)

<p>ILO 1</p>
<p>ILO 3</p>
<p> </p>

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

<p>Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.</p>
<p>A1.1b. Incorporate results for Native Hawaiians into Strategic Enrollment Management (SEM) by priority areas</p>
<p>B1.a. Use enrollment data to focus on strategic recruitment, retention, graduation and transfer</p>

<p>Proposed New SP Action Strategy/Strategies (if applicable) – <i>If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.</i></p>

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Alignment of Goal 2 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 2 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
To improve persistence and completion rates.		X				

<p>UH System Collaboration (if applicable) –</p> <ul style="list-style-type: none"> • Include collaboration efforts w/other campuses. • Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).

Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place
<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. - Advise to seek help with peer tutors 	Spring 2014, Fall 2014

Define Goal (Action Strategy) 3

To once again work on the AS degree

Alignment of Goal 3 to ILO(s)

ILO 1
ILO 3

Alignment of Goal 3 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
A1.1b. Incorporate results for Native Hawaiians into Strategic Enrollment Management (SEM) by priority areas
B1.a. Use enrollment data to focus on strategic recruitment, retention, graduation and transfer

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 3 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 3 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
To once again work on the AS degree		X	X			X

UH System Collaboration (if applicable) –

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Calendar of planned activities for Goal 3 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 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

Part V: Resource Implications

A. Cost Item 1

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
upgrading of new digital media software	Equipment	

Alignment of Cost Item 1 to Strategic Plan (SP)

<p>Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</p>
<p>Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...</p>
<p>E1.d. Use information from the program review process to establish an annual campus-wide depreciation schedule of equipment/tools to estimate an appropriate line item for biennium and supplemental budget requests</p>

Alignment of Cost Item 1 to Academic Master Plan (AMP)

<p>Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.</p>
<p>Example: Cost Item 1 aligns with Action Priority STEM because an instructor is necessary to develop the program.</p>

Alignment of Cost Item 1 to Strength(s)

<p>Explain how Cost Item 1 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</p>
<p>Example: No Alignment</p>
<p>S1. The interest in DMA remain high.</p>
<p>S3. 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 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>

Alignment of Cost Item 1 to Weaknesses(s)

W1. DMA student successful completion and persistence has been steadily decreasing.

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.

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 software 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.

B. Cost Item 2

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
Replacement of digital camera, video equipment, and printers	Equipment	

Alignment of Cost Item 2 to Strategic Plan (SP)

Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.
New Strategy

E1.d. Use information from the program review process to establish an annual campus-wide depreciation schedule of equipment/tools to estimate an appropriate line item for biennium and supplemental budget requests

Alignment of Cost Item 2 to Academic Master Plan (AMP)

Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.

Alignment of Cost Item 2 to Strength(s)

Explain how Cost Item 2 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”

S1. The interest in DMA remain high.

S3. 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 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.

Alignment of Cost Item 2 to Weaknesses(s)

Explain how Cost Item 2 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”

W1. DMA student successful completion and persistence has been steadily decreasing.

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.

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.

C. Cost Item 3

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost

Alignment of Cost Item 3 to Strategic Plan (SP)

Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

Alignment of Cost Item 3 to Academic Master Plan (AMP)

Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.

Alignment of Cost Item 3 to Strength(s)

Explain how Cost Item 3 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”

Alignment of Cost Item 3 to Weaknesses(s)

Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Part VI: Justification for Program Existence

Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.

(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)