

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

Digital Media Art

Date: February 16, 2017

**Review Period
July 1, 2015 to June 30, 2016**

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

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

PROGRAM DESCRIPTION

Describe the Program	
Provide the short description as listed in the current catalog.	This program prepares students for employment in the field of digital media design and production. It gives necessary education and training to students seeking entry-level positions as digital media artists and/or transfer to a Baccalaureate granting institution. It provides professionals already in the field with updated technology training.
Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).	The Digital Media Arts (DMA) program at Hawai'i Community College offers both a 21-credit hour Certificate of Completion (CO) and a 60 credit Associate in Science (AS) degree 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) with the new digital media arts technologies to meet the multimedia technology training needs of the state.

Comprehensive Review information: **Required for ARPD Web Submission**

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2012
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2012_dma_comprehensive_program_review.pdf
Provide a short summary regarding the last Comprehensive Review for this program. Discuss any significant changes to the program since the last Comprehensive Review that are not discussed elsewhere in this review.	The previous DMA Comprehensive review was written in 2012. The program had 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). Back in 2012, DMA was aware of this discrepancy and was looking into adjusting the SOC codes that are used to determine program health. However, even though the CIP codes have been changed since the last Comprehensive Review, the # of new and replacement positions to the # of majors in the

	<p>program used to determine the health call indicators will continue to be unhealthy.</p> <p>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.</p> <p>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 designers, 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. This also still remains true and has not changed.</p>
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QUANTITATIVE INDICATORS

ARPD Data

Please attach a copy of the program's ARPD data tables and submit with the Program Review document.

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

OR

- b) **If you will be submitting the Program Review document in digital form, attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the data tables.**

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

ANALYSIS OF THE PROGRAM'S DATA

Analyze the program's ARPD data for the review period.

Describe, discuss, and provide context for the data, including the program’s health scores in the following categories:	
Demand	Our Demand Indicators is UNHEALTHY. DMA continues to have an unhealthy demand indicator score due to the high number of majors (24 - Demand Indicator #3) being significantly greater than the number of new and replacement positions available that are county prorated (3 positions - Demand Indicator #2.) As noted in previous annual reviews, our demand indicators will continue to be unhealthy since some of our graduates will find work as self-employed free-lance web designers, photographers, graphic artists, video artists and editors as well as go on to start their own businesses which is a common practice in DMA-related fields, but are not accounted for within the provided data.
Efficiency	Our Efficiency Indicator is CAUTIONARY. The Average Class size (Efficiency Indicator #9) is 9.7, a slight increase from last year. The Class Fill Rate (Efficiency Indicator #10) is also slight increased to 56.7%. Our classes are capped at 14 due to the number of computers available so the fill rate is at around 75% capacity. I wonder what a Healthy Indicator would look like for this kind of efficiency? What is a good example of something that would show Healthy Efficiency Call. One thing I should note is that at Palamanui, our max. enrollment capacity is 7 and not 14 as in our Hilo campus. I don’t know if this ARPD is taking the Palamanui classes into consideration when calculating our numbers but we’re just starting out there. This is the same for the Effectiveness Health Call too
Effectiveness	Our Effectiveness Indicator is UNHEALTHY. The number of graduates (Effectiveness Indicator #20) is 12, half the number of our majors (Demand Indicator #3). I assume that the other half has moved on to another degree such as the AA in Liberal Arts to possibly receive further financial aid but continue to cate or drop out to work as I know of several students that have had to do that. Persistence Fall to Spring (Efficiency Indicator #19) is over half at 57.6% which seems right given what I’ve noted above. Successful completion with a grade of C or higher is 80% which is encouraging but is not included in the health call calculations.
Overall Health	Overall Health Call is UNHEALTHY. As long as our CIP codes and new and replacement positions County Prorated looks at these low number and does not take into consideration what and how students are finding work as stated in the Demand Indicator above, our Overall Health call will always be either Unhealthy or Cautionary. Additionally, what does it mean to have an unhealthy health call – what should a healthy demand, efficiency and effectiveness health call look like? What should we be moving towards? I

	<p>would appreciate more explanations on what we should be doing and working towards and not just given numbers and percentages. I would like to see a model program with healthy health calls in all areas to get a sense of where we should be moving towards.</p>
<p>Distance Education</p>	<p>We have more distance education classes than before and more enrollment than ever. The fill rate decreased from previous year although I noticed that the 112 on-line classes always fill to capacity but the 200 level classes may not yet. What I don't understand is Question #28 Persistence (Fall to Spring Not Limited to Distance Education) It states " No Fall Courses" – what does that mean? We offered 3 DE courses in the fall 2015 semester – ART 112, 115, and 202 and Fall 2016 also.</p>
<p>Perkins Core Indicators (if applicable)</p>	<p>We met the first#29: Technical Skills Attainment, #33 Non Traditional Participation and #34 Nontraditional Completion. We did not meet #30: Completion, #31 Student Retention or Transfer and #32: Student Placement</p>
<p>Performance Funding Indicators (if applicable)</p>	<p>We had 4 Pell Grant Recipients</p>
<p>Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.</p>	<p>As mentioned above, the DMA program has started offering classes at the Palamanui campus with a very limited space in the STEM Center. I recently met with the instructor there and although our class is capped at 7 (max. capacity), he said that having 5 students feels crowded and maxed out for space. Our laptops are kept in a cart and taken out to be used when the class happens but I also have a printer and scanner that I'd like to take over there but am afraid that there will be no room there. So there are concerns. Also the class size there may affect the data since the lab in Hilo has an enrollment cap that is different than the cap at Palamanui and wonder if that is taken into consideration when the numbers are generated.</p> <p>Challenge: Another major concern is that UH Hilo Art Dept. is starting to offer our 112 Intro to Digital Arts and our 207 Digital Photography classes which is a direct challenge to our classes and hiring our lecturers to teach for them. At the same time, informing us that we shouldn't duplicate what they teach over there when they are the ones duplicating what we are doing. So that is a continuing battle we have with them. We have better equipment and a more</p>

	rigorous program. They should be offering the 300 and 400 level class rather than duplicating what we are doing.
Discuss other strengths and challenges of the program that are relevant to understanding the program's data.	Except for what is written above, I cannot think of anything else to add to this section.

Analyze the program's IRO data for the year under review. Discuss how data/analysis provided by the Institutional Research Office has been used for program improvement. (For example, how results from CCSSE or IRO research requests have impacted program development.)	
Describe, discuss, and provide context for the data.	There were no request for program data the year under review.
Discuss changes made as a result of the IRO data.	N/A

Report and discuss all major/meaningful actions and activities that occurred in the program during the review period. For example:	
Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing	This past year, there were some Fast Track (FT) changes made to the following classes for system alignment: Art 115 used to be titled Foundation Studio: 2 D Design; it was changed to Intro to 2 D Design (a required course in the CO and AS degree), Art 113 was changed to Intro to Drawing from Foundation Studio: Drawing and Art 238 Interface Design I was changed to 229 with the same title. All these changes were for system alignment. Additionally, Art 101 Intro to Visual Arts received GE designation for Humanities.
New certificates/degrees	The DMA program added a 60 credit Associate in Science (AS) in Creative Media (CM) degree that is transferable to UH West Oahu and has also created an AA in Liberal Arts degree with a concentration in Art with the DMA CO embedded in it. This AA

	degree is a pathway to UHH which is interested in a 2 + 2 with our program. 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 then graduate with a Baccalaureate degree with a digital media emphasis.
Personnel and position additions and/or losses.	N/A
Other major/meaningful activities, including responses to previous CERC feedback.	N/A

Describe, analyze, and celebrate the program's successes and accomplishments. (For example, *more students were retained/graduated OR the program successfully integrated new strategies/technologies.*)

<p>Discuss what the program has been doing well. Are there areas that needs to be maintained and strengthened?</p> <p>Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).</p>	<p>We have finally achieved our long-range plan of offering an AS degree in DMA or Creative Media as the title has been changed to. Also created a 30 sec. video commercial for the college created by advanced DMA students that was shown at the local theater before the feature films were screened and on the HawCC website under Programs of Study, DMA program: https://www.youtube.com/watch?v=mjxpa8eA1r8. Additionally, we started offering several much requested DMA classes at the Palamanui campus: Art 112 Intro to Digital Arts, Art 115 Intro to 2 D Design, Art 107D Intro to Digital Photography and the General Education Art 101 – Intro to Visual Arts classes. Since the maximum seating capacity is only 7 at the Palamanui campus – enrollment there will always be very low even if it’s filled to capacity which it is not currently. Also the DMA program has a Facebook site.</p>
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Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
<p>Identify and discuss the program’s challenges/obstacles.</p>	<p>Student Employment: the DMA program survives in many ways on lab monitors who work the open lab hours so that students may work on their assignment in the lab, check out/in equipment, take inventory of the myriad of equipment the program purchases, assist the instructors and keep the lab running in general. Without them, the program will be diminished. We are also challenged by the need of an asset tracking system since we now have easily 50 or more cameras, audio and lighting equipment, laptops, ipads, Wacom tablets and other peripheral equipment to keep track of.</p> <p>Tracking students once they leave our campus has been through word-of-mouth. That is contacting them via email or call them to see if they have gotten employment or</p>

	<p>continued on with the Internship site. Some leave for the mainland, others have changed their contact info and are not able to be reached.</p>
<p>Discuss changes and actions taken to address those challenges, and any results of those actions.</p>	<p>We have always asked for Student Employment funds from the Vice Chancellor for Student Affairs Office. This past year the responsibility to assist with student employment has moved to the Career Placement Office under Helen Nishimoto from where it was housed previously under the Financial Aid Office and the communication and assistance seems to be better. However, the funding for student employment is vulnerable or is not guaranteed therefore, we would like the student employment funds for our lab monitors to be something we can count on and somehow improved upon.</p>
<p>Discuss what still needs to be done in order to successfully meet and overcome these challenges.</p>	<p>We're challenged by low-enrollment in our classes. Our classes have been cut due to low-enrollment but we would like them to be offered up until the first day of class when students are able to secure their financial aid and register for their classes. It may be difficult but more students enroll in our classes towards the first day of class I'm told by the lecturers who teach the majority of our classes.</p> <p>We're challenged by having a small space at the Palamanui campus where maximum capacity is 7 and there is little room for our program to grow – for example, we are starting to buy equipment (DSLR cameras, lighting equipment, scanners, printer, etc) needed to teach the classes out at the WH campus but the lab room does not have any cabinets to house them. We will need to buy lock-able shelving units but the room is so small that we may not be able to house the lockable metal shelving unit there. I am in discussions with the Palamanui instructor as to the best course to</p>

	navigate this. I have not approached the WH campus director yet.
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PROGRAM ACTION PLAN

Discuss the program's prior year's (AY14-15) action plan and results.	
Describe the program's action plan from the prior review period and discuss how it was implemented in AY15-16.	<p>The DMA program has been involved in a consortium with KauaiCC, UHMC to develop a 2+2 AS program in Digital Media Arts with the Bachelor of Applied Science in Creative Media at UHWO. The AS degree proposal was submitted to the AAA committee in the Fall semester with a tentative approval. The coordinator revised the proposal and submitted to the BOR's subcommittee sometime in the Spring 2016 semester as a member of the consortium.</p> <p>Additionally, the articulation coordinator of UHH is involved in assisting the 2 + 2 degree with UHH. We are waiting for UHH to propose the upper division courses for the 2 + 2 degree.</p>
Discuss the results of the action plan and the program's success in achieving its goals.	<p>The DMA program has achieved the goal of creating the AS degree in Creative Media (previously Digital Media Arts). This was the major achievement and goal from last year and in fact, for several years.</p> <p>Currently, working with the articulation coordinator of UHH to work on a 2 +2 transfer degree. In addition to the AS degree, DMA created a AA degree in Liberal Arts with a concentration in ART where the DMA CO is embedded in it. This AA degree is the transfer degree UHH is working on.</p>
Discuss any challenges the program had in implementing that action plan or achieving its goals.	<p>We had to negotiate with two other CC Digital Media programs, Kauai and UH Maui College, to work towards achieving this goal; eventually having it approved by the BOR. The support and assistance of Chris Lee, director of UH System, Creative Media programs, was incalculable in achieving the goal.</p>

- Did the program review its website during AY15-16? Please check the box below that applies.

Reviewed website, no changes needed.

Reviewed website and submitted change request to webmaster on _____(date)_____.

Reviewed website and will submit change request to webmaster.

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

<p>Discuss the program's overall action plan for AY16-17, based on analysis of the Program's data and the overall results of course assessments of student learning outcomes conducted during the AY15-16 review period.</p>	<p>Benchmarks and Timelines for implementation and achievement of goals.</p>
<p>Action Goal 1: Conduct Closing-the-Loop assessments on the following classes: Art 202 Digital Imaging class since they received a score of 8% that did not meet expectations; ART 113 Intro to Drawing received a 12.5% did not meet expectations score and ART 107D received a 12% did not meet expectations score. The CLOs may need to be revised for these classes. Also discuss these questions with the Advisory Council Members in the meeting coming up next month to get their input and feedback.</p>	<p>Benchmarks/Timelines: Within the next year cycle of assessment: by AY 2018-2019</p>
<p>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</p> <p>Work towards lowering the percentage of 'did not meet expectations' of the rubric; leading to more evidence of improvement of student learning and attainment of PLO's.</p>	

Action Goal 2:	Benchmarks/Timelines:
<p>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</p>	
Action Goal 3:	Benchmarks/Timelines:
<p>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</p>	

RESOURCE IMPLICATIONS

NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.

Please provide a brief statement about any implications of or challenges with the program’s current operating resources.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	N/A
Include estimated cost(s) and timeline(s) for procurement.	
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> .	

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

LEARNING OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on CLO (course learning outcomes) assessments conducted in AY 2015-16, and information on the aligned (PLOs) program learning outcomes assessed through those course assessments.

If applicable, please also include information about any PLO assessment projects voluntarily conducted by the program’s faculty/staff.

Evidence of Industry Validation and Participation in Assessment (for CTE programs only)

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, you may submit evidence of the program’s advisory committee’s/board’s recommendations for, approval of, and/or participation in assessment(s). **Please attach copy of industry validation for the year under review and submit with the document.**

Courses Assessed

- List all program courses assessed during AY 2015-16, including those courses for which a follow-up “Closing the Loop” assessment was implemented during the review year.
- *Note: One of the classes scheduled to be assessed was canceled due to low enrollment in the Fall 2015 semester – so only one class was assessed.

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
ART 209 Image in Motion Studio	Fall 2015	<ol style="list-style-type: none"> 1. Create digital video works using appropriate software. 2. Manage media projects from initial planning to the final product. 3. Demonstrate all aspects of production from sound, lighting and editing. 	CLO1 to PLO1 Use technology effectively to create visual artworks. CLO2 to PLO4 Demonstrate professionalism with a digital portfolio. CLO3 to PLO1 Use technology effectively to create visual artworks.
ART 112 Intro to Digital Arts	Spring 2016	<ol style="list-style-type: none"> 1. Use computer graphics to generate personal visual images. 2. Use appropriate design principles and elements of art to make artwork 3. Use input and output devices. 4. Demonstrate and the understanding of the technological processes of computer graphics. 	CLO1 to PLO1 Use technology effectively to create visual artworks. CLO2 to PLO1 Use technology effectively to create visual artworks. CLO3 to PLO1 Use technology effectively to create visual artworks.

			CLO4 to PLO1 Use technology effectively to create visual artworks.
ART 294 Practicum in Digital Arts	Spring 2016	<ol style="list-style-type: none"> 1. Demonstrate proficiency in craftsmanship and technique in the use of appropriate software to produce artwork for the practicum project. 2. Demonstrate self-direction and proficiency in creating and presenting a coherent project. 3. Demonstrate bridging between classroom skills with real world work experience. 	<p>CLO1 to PLO1 Use technology effectively to create visual artworks.</p> <p>CLO2 to PLO 4 Demonstrate professionalism with a digital portfolio.</p> <p>CLO3 to PLO 3 Apply knowledge of aesthetics to the needs of the community.</p>
“Closing the Loop” Assessments Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
No CtL assessments were conducted due to a misunderstanding which has since been corrected.			

Assessment Strategies

For each course assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:

<p>a description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.);</p>	<p>For 209, there were four artifacts (final narrative video) collected and assessed. This is their culminating artwork that incorporates everything they've learned in the class.</p> <p>For 112, the artifacts were the final digital portfolio of all the students' work created in the three 112 classes.</p> <p>For 294, the artifact/project collected were also their portfolio of all the work created in class.</p>
<p>a description of <u>who conducted the assessment</u> (e.g., the faculty member who taught the course, or a group of program faculty, or the program's advisory council members, etc.);</p>	<p>For 209, there were three members in the Assessment Team – 2 full-time instructors and a graduate of our program who is now an owner of a multi-media company and also on the Advisory Council.</p> <p>112: An assessment team comprised of 2 faculty and one practicing artist from the community scored the rubric.</p> <p>294: An assessment team comprised of 2 faculty and one practicing artist and business owner from the community scored the rubric.</p>
<p>a description of <u>how student artefacts were selected for assessment</u> (did the assessment include summative student work from all students in the course or section, <u>OR</u> were student works selected based on a representative sample of students in each section of the course?);</p>	<p>209: 100% of the artifacts will be assessed. All of the students' works for the final project were collected and assessed. The final narrative video is the capstone project for the class where they apply all that they have learned in the final project.</p> <p>112: 70% random sample pulled from each of the three classes will be evaluated by the Assessment Team.</p> <p>294: 100% of the artifacts will be assessed. All the major projects/work the students created during the course of the semester were collected and assessed.</p>
<p>a brief discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards.</p>	<p>There were three levels of expectations in the Rubrics. Level 3 was exceeds expectations, level 2 was meets expectation and level 1 was does not meet expectation. Each level had descriptors addressing what their level should be. They were checked off at their appropriate level according to the rubrics and totaled.</p>

Expected Levels of Achievement

- For each course assessed in AY 2015-16, indicate the benchmark goal for student success for each CLO assessed.
 - example 1: “85% of students will Meet Standard or Exceed Standard for CLO#1”;

- example 2: “80% of students will attain Competency or Mastery of CLO#4.”

Assessed Course Alpha, No., & Title	Benchmark Goal for Student Success for Each CLO Assessed
ART 209	The expectation was that 85% of the artifacts will achieve scores of Meets or Exceeds Expectations.
ART 112	85% of artifacts will achieve scores of Meets or Exceeds Expectations.
ART 294	85% of artifacts will achieve scores of Meets or Exceeds Expectations.

Results of Course Assessments

For each course assessed in AY 2015-16:	
provide a <u>description of the summative assessment results</u> in terms of students’ attainment of the CLOs and aligned PLOs.	<p>For 209: 64% of the artifacts exceeded expectations, 25% of the artifacts met expectations and 11.11% of the artifacts did not meet expectations or 89% of the artifacts met or exceeded expectations.</p> <p>For 112: The results showed that 64% of the artifacts exceeded expectation, 34% of the artifacts met expectations and 2% of the artifacts did not meet expectations or 98% of the artifacts met or exceeded expectations.</p> <p>294: The results showed that 27% of the artifacts exceeded expectation, 69% of the artifacts met expectations and 4% of the artifacts did not meet expectations or 96% of the artifacts met or exceeded expectations.</p>

Other Comments

Include any additional information that will help clarify the program’s course assessment results.

<p>Include comparisons to any applicable College or related UH-System program standards, or to any national standards from industry, professional organizations, or accrediting associations.</p>	<p>N/A No National Data or UH System-wide data standards involved.</p>
<p>Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used that are not discussed elsewhere in this report.</p>	<p>The DMA Lecturers eCafe Student evaluation results were very positive and favorable. The lecturer self-assessment also affirmed the (very) satisfactory work they are doing as instructors of the classes they are teaching.</p>

Next Steps – Assessment Action Plan

<p>Describe the program’s intended next steps to improve student learning, based on the program’s overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for instructional change, revisions to assessment practices, and/or increased student support.</p>	
<p>Instructional changes may include, for example, revisions to curriculum, teaching methods, course syllabi, course outlines of record (CORs), and other curricular elements.</p>	<p>Revisions to CLO’s: For ART 112-Intro to Digital Arts and the 209 Image in Motion Studio class. Submit Fast Track changes. Also I plan to propose a Distance Ed. (on-line) version of the ART 209 class with the next year. By doing this, students on the WH side can complete their CO in DMA certificate without moving to the East HI side. Right now, that is the only class that is not offered there but if it were offered as an on-line class, students at Palamanui could take it as well.</p>
<p>Proposals for program modifications may include, for example, re-sequencing courses across semesters, or</p>	

<p>re-distribution of teaching resources, etc.</p>	
<p>Revisions to assessment strategies or practices may include, for example, revisions to learning outcome statements (CLOs and/or PLOs), department or course assessment rubrics (criteria and/or standards), development of multi-section/course summative assignments or exams, etc.</p>	<p>We have submitted some FT changes to learning outcomes as a result of the assessments. This will be continuous and on-going.</p>
<p>Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring and/or mentoring, etc.</p>	<p>We have been experiencing increased enrollment of disabled students in our DMA classes. They have special challenges which may affect the success of all our student learners in the classes. Here's what one of our instructors wrote to the Special Needs Program Coordinator at HawCC in an email:</p> <p>"Most learning disadvantaged students are tactile learners. Note takers are helpful for some, but in my experience (he trained in advanced learning technologies with Boeing's Computer Based Training program for pilots and also worked with students with Hawaii State Vocational Rehabilitation Division of Vocational Rehabilitation), many of the students I've worked with who were autistic, or in the autistic range, such as Asperger's syndrome, need hands-on instruction and don't review their notes. FYI - This also applies for older students who are going through rehabilitation for an injury/accident, retraining for more relevant job skills, or rehabilitation from substance abuse. Many do not do well with abstract (written instruction) or verbal instruction. And some have difficulty remembering instructions unless these instructions are repeated over several days. However, many do well when I (or our lab monitors familiar with the software) go to their station and physically show them how to accomplish a task. When they physically (tactilely) perform the task, they remember it and do well.</p> <p>This takes time away from the rest of the class and I have issues with other students losing patience. But if I do not spend the time with the learning challenged students, they can become very frustrated and agitated. In previous classes, I have had very good lab monitors, who were able to help with one or two students, while I was able to conduct class. Also, often more advanced students will also help out. But should students feel obligated to do this?</p>

	<p>Would there be funds for additional DMA lab monitor hours, experienced with our advanced software, to help these students and create a good learning environment for all students? As I mentioned to Violet, this is the first class where there were so many students needing special attention and it seems to be increasing. I have no problem giving this attention, but I would like a good experience for all students taking my classes.”</p> <p>We have been thinking about asking former or current students to sign up as note takers through the Ha’awi Kokua program for assistance to our special needs students that take some of our DMA classes but there is no guarantee that they will. We are not sure how to proceed with this challenge but to work with the program when the situation comes up.</p>
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Part VI. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds = \$ _____
 Federal Funds = \$ _____
 Other Funds = \$ _____
 Tuition and Fees = \$ _____

Part VII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam _____
 Number passed _____