

Creative Media/Digital Media Arts (CM/DMA)



UNIVERSITY of HAWAII[®]
HAWAII
COMMUNITY COLLEGE

1. Program or Unit Description

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.

Our CM lab is the best equipped computer graphics media lab on Hawai'i island. Both CM labs, in East and West Hawai'i campuses (~70 miles apart) house a CyberCANOE system. The CANOE is an immersive space that allows students and researchers to [explore worlds of data in 3-D](#). Our large island has many remote communities which means physical distances and very poor broadband (missing and/or slow (3mb/s) serve as barriers in many communities). Many students struggle with online learning and fare better with contact with faculty, peers, and mentors. Our service to the community is to continue offering students the opportunity to interact with the most current technology through our production classes.

Although there are two institutions of higher education on Hawai'i Island, HawCC singularly offers a CM program. In addition to our pathway to UHWO's BA program HawCC also has a concentration in art that is a pathway to UHH.

2. Analysis of the Program/Unit

Comparing the enrollment data (from STAR Academic Logic) to other programs at HawCC the CM AS program has demonstrated consistent growth—the last three years of data indicates increased CM majors from 22 to 38 to 51 majors. Compared to other HawCC campus programs, the CM program has the highest percentage of growth from fall 2017 to fall 2018 at 72.73%, and from fall 2018 to fall 2019 at 34.2%. With COVID-19, our majors have decreased to 35 majors for Fall 2020.

The ARPD data indicates that our **Overall Program Health** “cannot be determined (missing data).” In fact, the ARPD data is not consistent with the data that is pulled from STAR's Academic Logic.

(Below is the analysis of our program with unreliable ARPD data)

Our **Demand** Indicator is finally “HEALTHY” up from last year's “CAUTIONARY.” Perhaps due to the new methodology in calculating new and replacement jobs which reflect that our graduates will find work as self-employed freelance web designers, photographers, graphic artists, video artists and animators. They will also go on to start their own businesses, which is a common practice in CM/DMA-related fields but is not accounted for within the provided data.

Our **Efficiency** Indicator says, “missing metrics health indicator cannot be determined.” Perhaps, this is due to the fact that the one full-time faculty member assigned to the program retired and, unfortunately, the position has been abolished from the college due to COVID-19 cost savings.

Our **Effectiveness** Indicator is CAUTIONARY. The number of Unduplicated Degrees/Certificates Awarded (Effectiveness Indicator #20) in the CM/DMA is 3. Persistence Fall to Spring from 2017-18 to 2018-19 has decreased from 68% to 55%, but 2019-20 increased from 55% to 65%. Persistence Fall to Fall from 2017-18 to 2018-19 has increased from 45% to 53% and decreased to 46% in 2019-20. I believe persistence for the current year will continue to decrease due to Covid-19.

Our **Distance** Indicator is missing from the ARPD. I'm not sure why this data is missing since we do offer 3-4 online courses per semester that are requirements for the program. In addition, with Covid-19 all our Spring 2020 courses were converted to online aside from two courses.

Our **Perkins** indicators tell us that:

We met:

#29 Technical Skills Attainment - Goal is 94.75; Actual: 100. Although we met this indicator, the goal seems to be set really high.

#33 Nontraditional Participation- Goal is: 23.75; Actual is 34.48.

We did not meet:

#30 Completion- Goal is 61; Actual is 50.

#31 Student Retention or Transfer- Goal is 86; Actual is 50. The goal seems to be set really high at 86%.

#32 Student Placement - Goal is 66.75; Actual is 50. We're almost there.

#34, Nontraditional Completion- Goal is 23.25; Actual is 0.

Although our program has not applied for any Perkins funding in the past, we do intend to apply for Perkins funding in the future so we need to work on all of our Perkins indicators as we move forward. We are almost there with #30 Completion, and #32 Student Placement. As for #34 Nontraditional Completion, our program does not track "underrepresented gender groups who received a degree or certificate in a program that leads to employment in non-traditional fields. Denominator: Concentrators who received a degree or certificate in a program that leads to employment in nontraditional fields," so we can't really speak to this indicator.

[ARPD Data](#) of the program can be found here.

Discuss significant program or unit actions and activities over the period of this Review.

1. Perhaps the most significant action that will affect the quality and future of the program is the abolishment of the one full-time faculty position that is assigned to the program. How will this 60- credit AS degree program fully service students without a full-time faculty?
2. Beginning Spring 2021, our program has committed to offer the CM AS degree as a fully online degree taught through the University Center on the West HI Pāalamanui campus.

3. The HawCC program continues to collaborate with the UHH Library in loaning our digital media equipment to HawCC and UHH students who register in our CM courses.
4. Secured services of a dedicated tutor for special needs/rehab students in CM/DMA classes.

3. Program Learning Outcomes or Unit/Service Outcomes

NOTE: The program's previous Comprehensive Program Review provided assessment data through Spring 2016. The section below provides assessment data and information from that Review period forward, i.e., from Fall 2016 through Spring 2020.

Program Learning Outcomes - PLOs

1. Use technology effectively to create visual artworks.
2. Gather, analyze, and evaluate information visually.
3. Apply knowledge of aesthetics to the needs of the community.
4. Demonstrate professionalism with a digital portfolio.

b) Program Learning Outcomes that have been assessed:

During the period of this Review, all PLOs were assessed through the CLO-based assessment of the following courses :

Semester/Year	Course Assessed	PLO alignments
Spring 2017	ART 212	PLO 1, PLO 3
	ART 156	PLO 1, PLO 2
Fall 2017	ART 126	PLO 1, PLO 2
Spring 2018	ART 115	PLO 1, PLO 2
	ART 120	PLO 1, PLO 2, PLO 4
Fall 2018	ART 125	PLO 1, PLO 2
	ART 126	PLO 1, PLO 2
Spring 2019	ART 107D	PLO 1, PLO 2, PLO 4

During Fall 2019, program instructors collected student work for scheduled assessments of ART 202, ART 209 and ART 293. However, before the program could engage its regular hui of subject-area experts to assess the students' artefacts and complete the assessment reports for input to the Campus Labs online system, activities that had been planned for mid-Spring 2020,

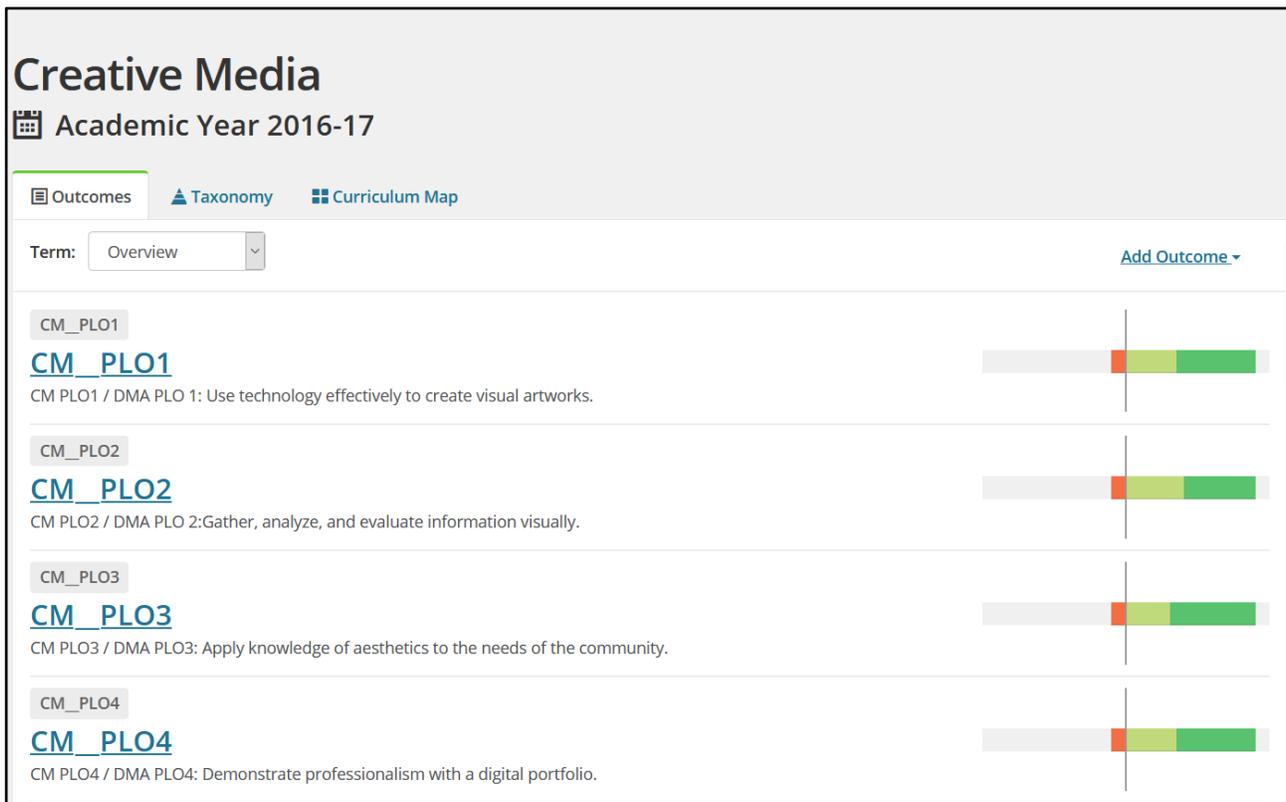
disruptions due to the Covid-10 pandemic delayed those plans. The College suspended all course assessments for Spring 2020. The program will continue to work on completing its Fall 2019 assessment reports and is working with the Institutional Assessment Coordinator to reschedule all impacted Spring 2020 course assessments to future semesters.

c) Assessment Results:

Overall, most students performed very well in their courses. Overall for the 3-year period graphed below, the large majority, about 90% of all students in all courses, met or exceeded the program's achievement standards on all CLO and aligned PLOs.

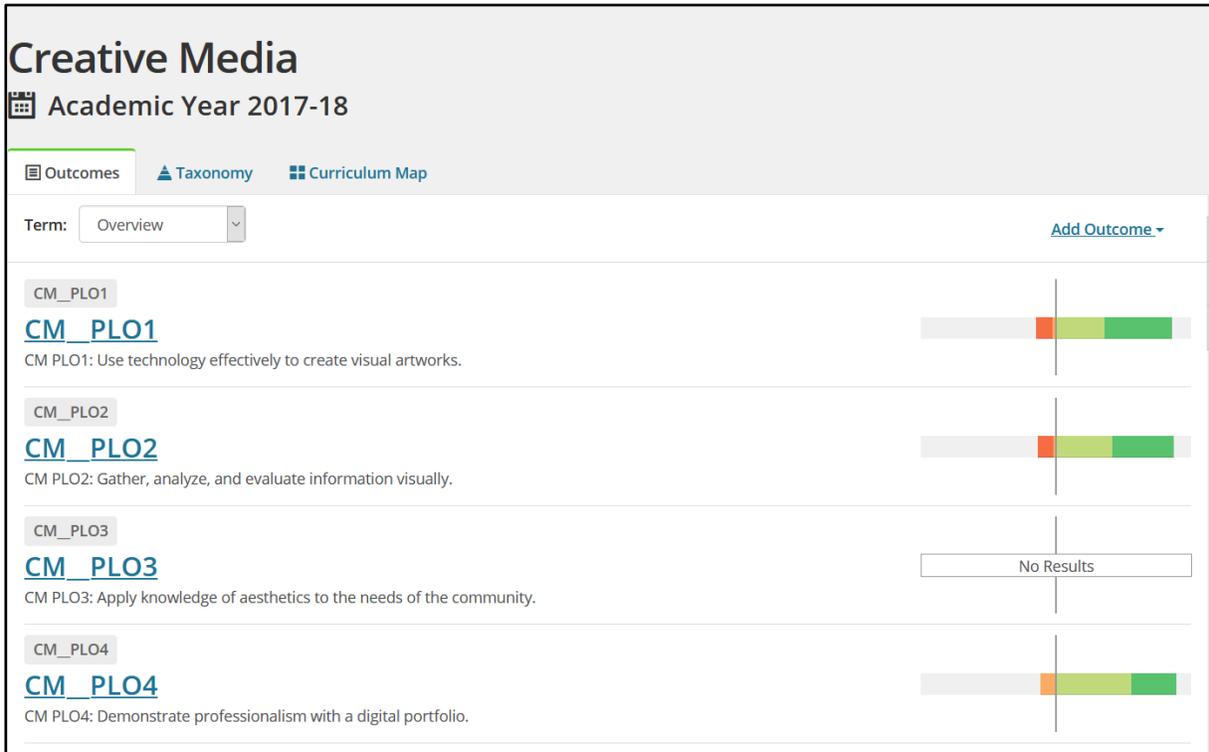
The graphs below illustrate these positive results for courses assessed in AY17, AY18 and AY19.

CREATIVE MEDIA/Digital Media Arts Program, AY16-17 Assessment Results
Key: Dark Green = Exceeds // Light Green = Meets // Orange = Partly Meets // Red = Does not Meet



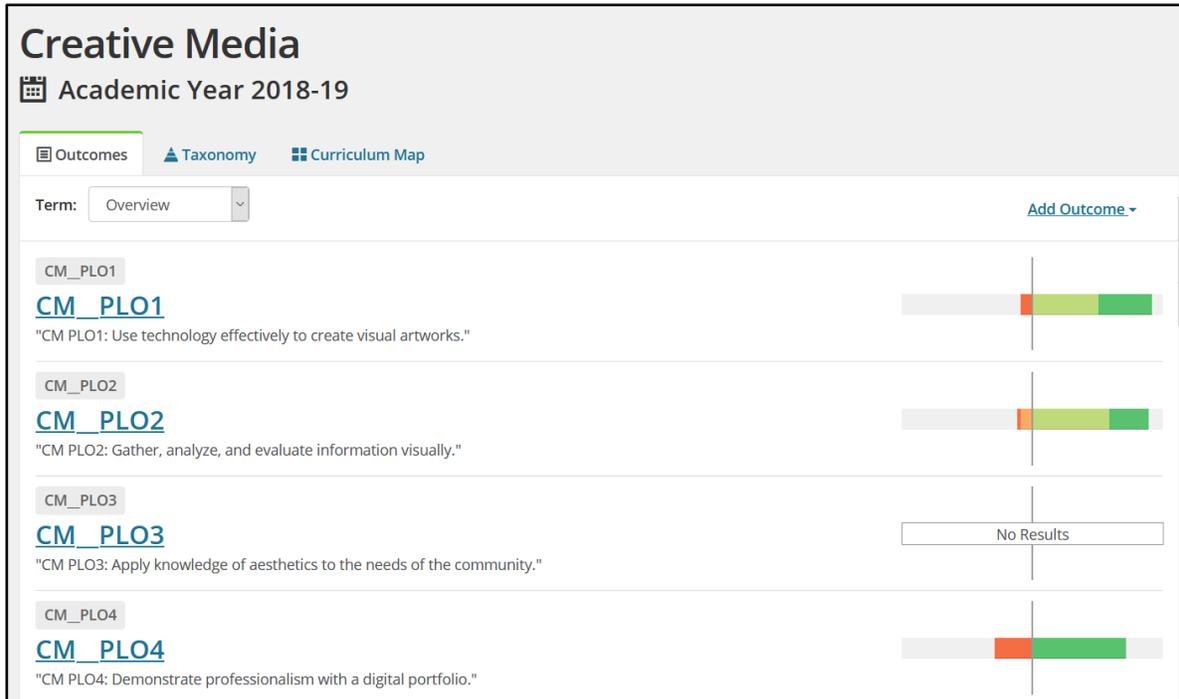
CREATIVE MEDIA/Digital Media Arts Program, AY17-18 Assessment Results

Key: Dark Green = Exceeds // Light Green = Meets // Orange = Partly Meets // Red = Does not Meet



CREATIVE MEDIA/Digital Media Arts Program, AY18-19 Assessment Results

Key: Dark Green = Exceeds // Light Green = Meets // Orange = Partly Meets // Red = Does not Meet



d) Changes that have been made as a result of the assessments:

Below are several examples of changes made in several assessed courses due to the program's analyses of assessment results and the implementation of action plans for improvement.

ART 125: The overall results for ART 125 show that the course was successful with having all students meeting expectations. Students submitted a digital portfolio showcasing all major assignments for the course. The portfolios displayed the use of graphic design skills they learned throughout the semester and the results showed professionalism. Students were able to create and develop graphic designs with an understanding of principles of visual composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful messages. One change that was made as a result of assessment is that at the beginning of the course, students are required to have appropriate software for the class.

ART 126: The overall results for ART 126 show that the course was successful with having all students meeting expectations. The action plan from the initial Art 126 Assessment was "to include objects for modeling that students are interested in, even in the rudimentary exercises to capitalize on student enthusiasm." For example, when teaching the basics, "cubes" became tool boxes or ammunition cases and "cylinders" became oil drums or wooden barrels, which are common online video game objects. A few of the students wanted to refine these objects, which lead to them learning more advanced modeling techniques right from the start. One change that was made as a result of assessment is to examine current games and choose objects that will resonate with students, even when creating simple objects.

ART 107D: The overall results for ART 107D show that the course was successful with having 71.4% of students meeting expectations. The action plans from the Art 107D assessment are to continue to utilize effective instructional strategies and continue assessment during the next course term. Students will be monitored for engagement and attendance and mentored and/or counseled to maximize class participation and retention for the term of the course.

4. Action Plan

1. Because of shared physical space with UHH, it makes sense for our program to work toward sharing classes and lecturers with UHH. (HGI Action Strategy 3: Anticipate and align curricula with the community and workforce needs.)
2. Resolve issues with the UHH Art Department regarding their offering lower-level courses that already are being offered by the HawCC program. (HGI Action Strategy 3: Anticipate and align curricula with the community and workforce needs.)

3. We will aim to work on offering shared courses with Pāalamanui campus and UHH using the CANOE to participate in data visualization projects with Jason Leigh at UHM. (HGI Action Strategy 3: Anticipate and align curricula with the community and workforce needs.)
4. Modify the Digital Media certificate to reflect a more focused track and less of a general course of study. (HGI Action Strategy 3: Anticipate and align curricula with the community and workforce needs.)
5. In addition to continuing our partnership with the ACM System to receive funding in support of the program for hardware, software and other miscellaneous equipment to build the program, we would like to apply for the next round of Perkins funding.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

I am requesting to have the abolished DMA/CM position that was assigned to the program to be reinstated. A 60-credit AS degree program needs a full-time faculty to fully maintain and grow the program. In addition, it is much more cost effective to hire a full-timer than to continue hiring lecturers at 4.29 per class to teach the art studio classes. Our C lecturers who are paid $\$2245 \times 4.29 = 9631.05$ per course. If a lecturer teaches 6 courses per AY = 57,786.3 and that is not including fringe. In addition, we lose out on the services that a full-time faculty would provide to the college.