Creative Media/Digital Media Arts (CM/DMA)

2019
ANNUAL REPORT OF PROGRAM DATA

UNIVERSITY of HAWAI'I®
HAWAI'I COMMUNITY COLLEGE

1.   Program 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.

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.

2.   Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators.

The ARPD data indicates that our overall program health "cannot be determined (missing data)." In fact, the ARPD data of our majors is not consistent with the data that is pulled from STAR's Academic Logic. Without reliable data we cannot provide analysis of the program.

Our **Demand** Indicator is "CAUTIONARY" up from last year's "UNHEALTHY." CM-DMA continues to (and will continue to) have an unhealthy/cautionary demand indicator score due to the high number of majors (32 - Demand Indicator #3) being significantly greater than the number of new and replacement positions available that our county prorated (1 position - Demand Indicator #2.) As noted in previous annual reviews, our demand indicators will continue to be unhealthy/cautionary as long as the program's CIP code is too limited to describe all the jobs available to our graduates. Our graduates will find work as self-employed free-lance web designers, photographers, graphic artists, video artists and animators – a **combination of CIP codes 10.0304 and 11.0801** rather than one or the other. 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."

Our **Effectiveness** Indicator is CAUTIONARY. The number of Unduplicated Degrees/Certificates Awarded (Effectiveness Indicator #20) in the CM/DMA is 5, 16% majors (Demand Indicator #3) out of 32. Again, this data does not match up with data that is pulled from STAR's Academic Logic which indicates 12 DMA majors, 50 CM majors and 13 Liberal Arts with an ART concentration. Successful Completion with a grade of C or higher, #17 data is missing from the ARPD. Persistence Fall to Spring from 2017-18 to 2018-19 has decreased from 78% to 55%. Persistence Fall to Fall from 2017-18 to 2018-19 has increased from 45% to 53%

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.

Our **Perkins** indicators tell us that:
We met:
#29 Technical Skills Attainment - Goal: 93; Actual: 100. Although we met this indicator, the goal seems to be set really high.
#34, Nontraditional Completion- Goal:23; Actual is 50. Although we meet this indicator, the data is clearly wrong since #30 (Completion) shows that we had 0 completion. Yet #20 "Unduplicated Degrees/Certificate Awarded " was 3.

We did not meet:
#30 Completion- Goal is 55; Actual is 0. The ARPD data of our majors is 32 but is not consistent with the data that is pulled from STAR's Academic Logic. This inconsistency in data affects the numerator and denominator of this equation.
#31 Student Retention or Transfer- Goal is 81.9; Actual is 60. We are almost there with the actual, but goal does seem to be set really high at 82%.
#32 Student Placement - Goal 66.25; Actual is 0. We're not sure how numbers are generated.
#33 Nontraditional Participation- Goal is: 23.5; Actual is 18.75. We are almost there with this measure.

Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

- We continue to receive support and funding from the Academy for Creative Media (ACM) UH System Office.
- The CM/DMA Program Advisory Council recommended for our program to update the DMA CO to meet the ever-changing demands of the industry such as the importance of social media in our field. As a direct response to this suggestion, the program has been modified through the Curriculum Review process to include BUSN 158 – a social media course that is offered through the BTEC program as an option for students to take in addition to ENT 125 Starting a Business.
- At the end of 2018, a full-time CM/DMA instructor retired leaving only one full-time ART/DMA faculty member to run this program. According to STAR's Academic Logic the CM/DMA program has 50 CM majors, 12 DMA majors and an additional 13 Liberal Arts AA with a concentration in ART -- meaning we are serving 75 student majors with only one full-time ART/DMA faculty member.

3. Program Student Learning Outcomes

a) **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 Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
   PLO1. Use technology effectively to create visual artworks.
   PLO2. Gather, analyze, and evaluate information visually.
   PLO4. Demonstrate professionalism with a digital portfolio.

Assessment Results
PLO # 1- "Use technology effectively to create visual artworks" was assessed in Fall 2018 through two courses, ART 125 and ART 126. The aggregate results are pictured below: of 37 students assessed, 18 (48.7%) exceeded, 19

(51.4%) met, 0 (0%) partially met, and 0 (0%) did not meet expectations.
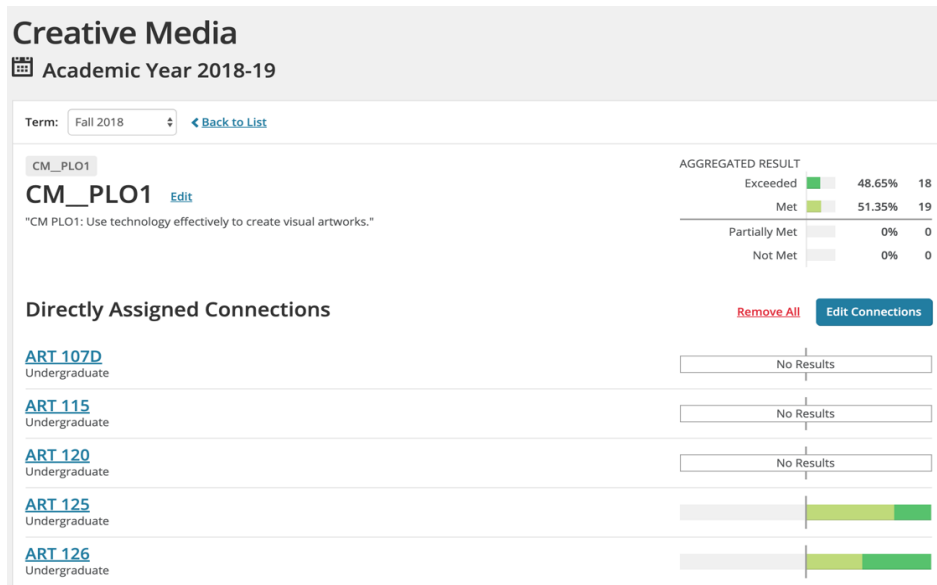

Figure 1. Image of Creative Media PLO1 assessment results.

PLO # 2- "Gather, analyze, and evaluate information visually" was assessed in Fall 2018 through two courses, ART 125 and ART 126. The aggregate results are pictured below: of 29 students assessed, 11 (37.9%) exceeded, 18 (62 %) met, 0 (0%) partially met, and 0 (0%) did not meet expectations.
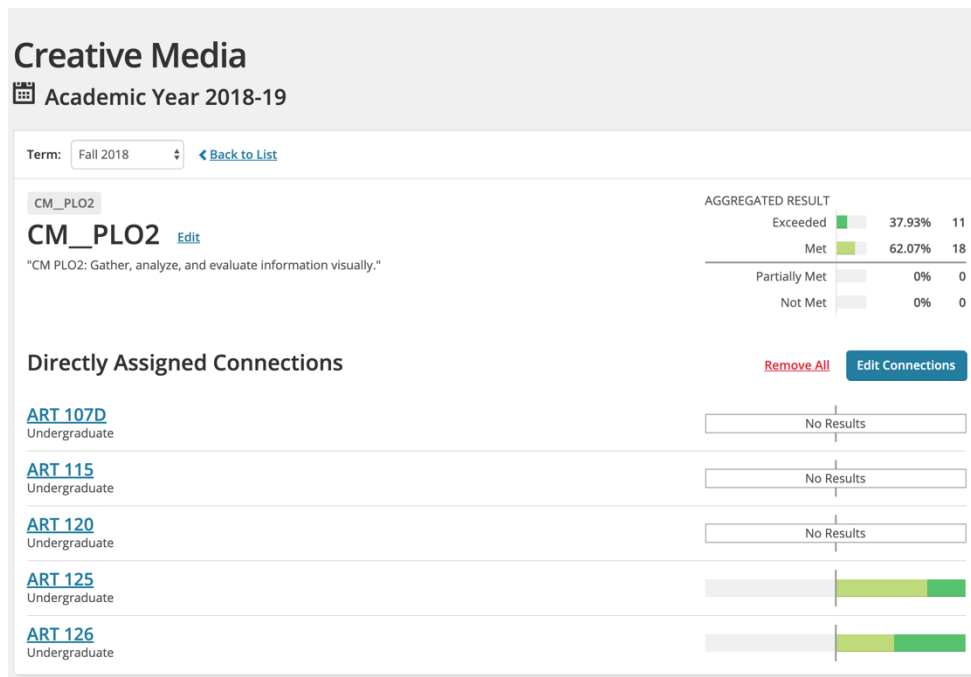

Figure 2. Image of Creative Media PLO2 assessment results.

PLO # 4- "Demonstrate professionalism with a digital portfolio" was assessed in Spring 2019 through ART 107D. The results are pictured below: of 7 students assessed, 5 (71%) exceeded, 0 (0 %) met, 0 (0%) partially met, and 2 (28.6%) did not meet expectations.
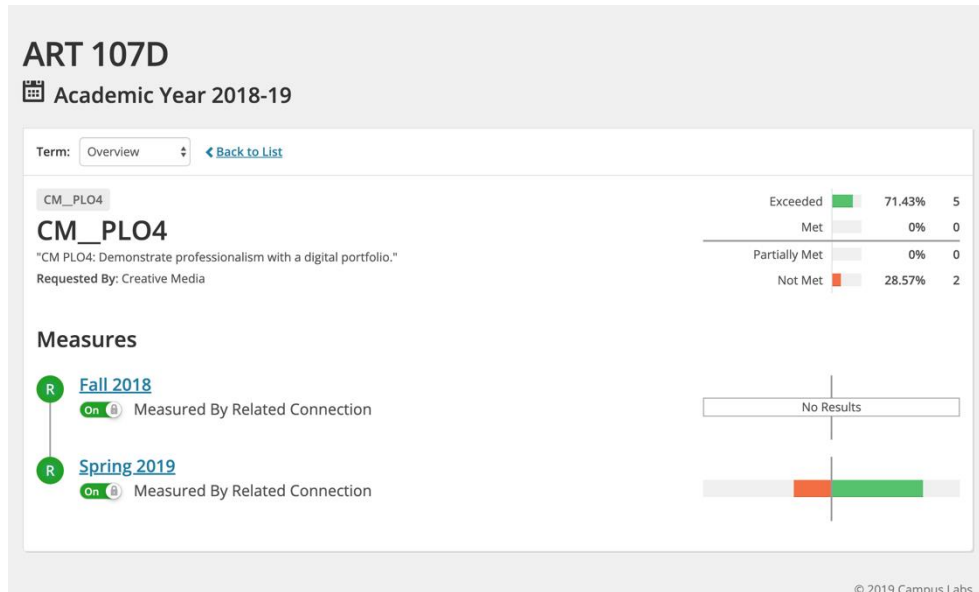

Figure 3. Image of Creative Media PLO4 assessment results.

c) Changes that have been made as a result of the assessments.

The overall the 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.

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 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.

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 10D 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

Include how the actions within the plan support the College's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

1.   Secure funding for and services of a dedicated tutor for special needs/rehab students in CM/DMA classes.

2. Secure a 2+2 agreement with UH-Hilo and UHWO for transfer students and work with Transfer Coordinator to make sure CM/DMA students' transfer process is smooth. We currently have an AS degree in Creative Media degree that is transferable to UHWO. Additionally, we have met with the UH Hilo Art reps and our Transfer Coordinator is working out the details so that our students may transfer smoothly into their program.

3.   Resolve issues with the UHH Art Dept. regarding their offering lower-level courses that already are being offered by the HawCC program.

4.   Continue to work with the ACM System to receive funding in support of the program for hardware, software and other miscellaneous equipment to build the program.

5.   Resource Implications

(physical, human, financial)

The current operating cost of the program is provided by a grant from the Academy for Creative Media (ACM) UH System Office.