HAWAI`I COMMUNITY COLLEGE
DIGITAL MEDIA ARTS
PROGRAM REVIEW REPORT
November 13, 2006
Assessment Period: July 1, 2003 to June 30, 2006

Initiator: John Cole
Writer: Violet Murakami

Program/ Unit Review at Hawai`i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Student Learning 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.

HAWAI'I COMMUNITY COLLEGE
DIGITAL MEDIA ARTS
PROGRAM REVIEW REPORT

November 13, 2006
Assessment Period: July 1, 2003 – June 30 2006

Part I. Report Summary

Program Mission

The mission of the Digital Media Arts program is to develop a trained, quality digital media arts workforce in order to meet the demands of the emerging high-tech industry of the state and local community.

History of Program

Hawaii Community College received a grant totaling $60,000 from the Pacific Center for Advanced Technology Training or PCATT to equip a digital media arts lab in the summer of 2004. The program was initiated in the Fall of 2004 with implementation in the following Fall 2005 semester. Prior to this, Digital media arts courses were offered at the high school level but at that time, there were no digital media courses or program offered at the college level here on the Big Island. As a result, high school students had to leave this island and either relocate to Oahu or the mainland to further their education. A visiting arts faculty came in the fall 2004 semester from Kapi'olani Community College to help HawaiiCC initiate a Digital Media Arts program. The Certificate of Completion program encompasses 21 credits, with 18 credits of Digital Media Arts courses and 3 credits of an option course. The Certificate of Completion in Digital Media Arts encompasses the study of traditional studio arts (i.e. drawing, design, photography) coupled with the new digital media arts technologies to meet the multimedia technology training needs of the state. After researching and consulting with local businesses and publications, the majority of agencies contacted stated that digital media arts education and training were important for students/professionals in this field. The demand has been steadily increasing. The Certificate of Completion in D.M.A. program would be cost-effective for community members seeking education and training in the digital media arts field, as they would not have to leave the Big Island for their education and training. Currently, we are in the 3rd semester since it's implementation.

Part II. Program

   Credential Offered:
   - The Digital Media Arts program offers a Certificate of Completion Program consisting of 21 credits of which 18 credits are in the core required courses and one three credit class can be chosen from 5 or more option courses.

- Program Goals-Top three (3) goals for this review period

  1. To provide the necessary education and training to students seeking to obtain entry level positions as digital media artists.

  2. To recruit at least 30% Native Hawaiian students into the digital media arts program and have them complete the program.

  3. Create a Digital Media Arts Advisory Board that consists of industry personnel, educators and members of professional organizations. This advisory board will advise, give recommendations and guidance to the program as well as recommend internship sites for our students.

Program Entry Requirements:

- The prerequisites for the program are Eng 21 or Eng 22 or ESL 15 or placement in Eng 100 or placement in Eng. 102. They must also take the Art 112, Intro to Digital Arts class or may place out of it via an approved portfolio if the student has previously taken a similar class or has worked in the industry. Qualifying grades to apply to the certificate program need to be a "C" or better in all prerequisite classes.

- Faculty and Staff for the program consists of:

- Regular Faculty (G Funded)
  - Violet Murakami, Instructor, Art

  Others: Funded through Alu Like Grant:
  - Apryl Madamba, Program Assistant, part-time.
  - Derek Okawa, Information Technology Specialist, part-time.

- Brief Description of Facilities and Equipment

- The Program has 12 Mac/Apple G5 computers housed in the PCATT Lab, Bldg. 381 – rm 14 on the Manono campus – formerly the Skills Development classroom. In addition, the lab has 12 display monitors, one G4 laptop, two ink jet printers, a color laser printer, a large format printer, two scanners, ten (10) digital still cameras, nine digital video cameras, a video projector, a 10 ft. projector screen and a 27" video monitor. Also various peripherals.

- Various graphics software i.e. Adobe CS2, Flash MX, Final Cut Studio, Macromedia Dreamweaver.

- Program Articulation Agreements

Currently, there is an Art 112 Intro to Digital Arts System-Wide Articulation Agreement. In addition, the Digital Media Arts System-Wide Articulation Agreement is also in the process of being finalized. The other campuses that offer Digital Media Arts (DMA) courses are Kapi'olani CC, Honolulu CC, Leeward CC, Maui CC and UHManoa's Academy for Creative Media. The proposed articulation of DMA courses can be found at:
http://www.hawaii.edu/vpaa/system_aa/systemwide_committees/digital_media/proposed_articulation_of_courses_2-14-06.pdf
Art 112 Articulation Agreement:
http://www.hawaii.edu/vpaa/system_aa/articulation/Art112_Artic_Agreement.pdf
In addition, since the program includes Fine Arts courses, there is a proposed articulation agreement in process for the Fine Arts courses:

- The Digital Media Arts Advisory Board consists of 8 members from both the Big Island and Oahu. Although the Board has not met formally, there is a meeting planned for December of this year.

- There are no Distance Education courses offered in the program.

Part III. Quantitative Trend Data Table

See Attached Paper

Part IV. Quantitative Data Analysis

Since the inception of the program in Fall 2005, there has been a steady increase in the number of students who have declared Digital Media Arts as their major. The data shows that there were 3 majors in Fall 2005 and 7 students who are majoring in Digital Media Arts as of October 2006 – one year after the program was implemented. In direct correlation to the increase in the number of student majors is the increase in Student Semester Hours (SSH) – from 0 in AY 2004 – 2005 to 45 as of Spring 2006. The number of classes taught has also increased from 1 in AY 2004, before the program was initiated, to 15 as of AY 2005 – 2006. The data also shows that there is one (1) FTE BOR appointed program faculty when the number of FTE faculty based on credit hours is 2.14 as of AY 05-06. There is a need of appointing another FTE program faculty according to the data. The average class size is relatively small at 13.40, # 6 in the Data Chart, but is favored as the close interaction and relationship between faculty and students in a small lab environment can be fostered. This is also seen in the Student-Faculty Ratio of 7.56 - # 11 in the chart. Because our classes are labs and we have only 10 computers in our lab, we have small but close, almost personalized class interaction.
Although it is not shown in the Trend Data Chart, I have signed off on two students graduate checklist that are ready to graduate from the program at the end of the Fall 2006 semester.
The data seems to confirm the need for this program as stated in the original proposal; by providing a college-level Digital Arts program for the Big Island's high schools to

attend after graduating. Since this is the first program review as well as the first year of the Digital Media Arts program, this baseline data will be helpful in analyzing the trends of the program and making comparisons in subsequent program reviews.

Part V. Other Data

The DMA Program has not conducted a formal survey of Student Satisfaction and is working on developing an instrument to do so. However, the Program Coordinator has conducted exit surveys for several of the classes she has taught. These surveys request information anonymously from the students such as what projects were the most difficult, what were the major challenges you encountered in fulfilling the course work. They were conducted in Art 209 and 112. The information gathered will be used to improve and strengthen the program.

Part VI. Program Student Learner Outcomes
Program Map available on last page.

Program Student Learner Outcomes:

1. Use technology effectively to create visual artworks.
2. Gather, analyze and evaluate information visually and critically.
3. Engage aesthetics in everyday life by thinking and communicating visually.
4. Contribute and apply knowledge of aesthetics to the needs of the community.
5. Present a digital portfolio in a professional manner.
6. Prepare students for the workforce.
7. Work effectively as a member of a project team.

The program SLO's will be assessed by:

- An eportfolio that is created in the required Practicum class where a capstone project is created that evidences their understanding of the concepts, skills and procedures learned in the courses in the program.

- Also through their written evaluative statements that accompany the projects both in their respective courses throughout the program and their capstone project. These evaluative statements are similar to learning journals and attest to their learning experience and explain in written form, what they have learned visually.

- Feedback from the employers on student abilities and preparedness on their jobs.

Program Student Learner Outcomes were finalized in the Fall of 2006. Assessment of the program SLOs are not available for this review.

Part VII. Course Student Learner Outcomes

Currently, there are 6 courses (18 credits) that are required and One (1) Option Course (3 credits) from 5 courses that a student may choose from for a total of 21 credits. They are:

	List of Required courses for the CC	21 credits	
	Required Courses		
1	Art 112 Intro to Digital Arts	3	
2	Art 115 Intro to 2-D Design	3	
3	Art 202 Digital Imaging	3	
4	Art 209 Image in Motion Studio	3	
5	Art 294 Digital Arts Practicum	3	
6	ENT 120 Starting a Small Business	3	
		18	
	1 (one) Option Course from below		
	Eng 105 Reading Film	3	
	Art 125 Intro to Graphic Design	3	
	Art 207 Photography Studio 1	3	
	Art 212 Digital Animation	3	
	Art 126 3D Computer Graphics I	3	
		21	

:
The Student Learner Outcomes in the courses in the program are as follows:

ART 112 Intro to Digital Art
1. Use appropriate vocabulary
2. Use computer graphics to generate personal visual images.
3. Use appropriate design principles and elements of art to make artwork
4. Work effectively as a member of a project team and meet deadlines.

ART 115 Intro to 2D Design
1. Utilize compositional skills to create successful two-dimensional pictorial work.
2. Describe, interpret, reflect, compare and assess visual works and express these thoughts using vocabularies of art.
3. Effectively communicate visual information.

ART 125 Intro to Graphic Design
1. Create visual works using different tools, materials, methods and techniques.
2. Effectively communicate visual information.
3. Work independently to research, develop and realize projects.
4. Demonstrate technical and expressive fluency in industry-standard software applications.

ART 202 Digital Imaging
1. Create digital artworks utilizing appropriate computer graphics software.
2. Manage media projects from initial planning to the final product.
3. Work effectively as a member of a project team and meet deadlines.
4. Present a digital portfolio in a professional manner.

ART 209 Image in Motion Studio
1. Create digital video works using appropriate software.
2. Manage media projects from initial planning to the final product.
3. Work effectively as a member of a project team and meet deadlines.
4. Use appropriate vocabulary.

ART 212 Digital Animation
1. Use 2D animation software to design and produce screen-based media products.
2. Demonstrate their abilities to create 2D digital animations.
3. Work effectively as a member of a project team and meet deadlines.
4. Present a portfolio in a professional manner.

ART 294 Practicum In Digital Arts
1. Create a capstone culminating artwork using appropriate software.
2. Manage media projects from initial planning to the final product.
3. Work effectively as a member of a project team and meet deadlines.
4. Work with clients effectively.
5. Present a digital portfolio in a professional manner.

ART 207 Photography Studio I
1. Develop the ability to generate concepts and express them visually.
2. Demonstrate the ability to critique artworks using the formal language of art
3. Present a portfolio in a professional manner.
4. Exhibit an understanding of black and white photography.

ENG 105 Reading Film
1. Define the terms used in the production, distribution, and criticism of film;
2. Describe the process of filmmaking and identify the players in this collaborative effort;
3. Write reviews intended for newspaper and general interest audiences;
4. Evaluate films based on aesthetic, ideological, and market criteria;
5. Explain technical choices in film production and visual design;
6. Identify cultural influences on the production and reception of film;
7. Analyze the effect of market and political forces on film;
8. Explain how films, both fictional and non-fictional, create a complex dialogue among audience, filmmakers, and distributors

ENT 120 Starting A Small Business
1. Create a formal business plan.

Program Student Learner Outcomes and their relationship to Course Student Learner Outcomes

I. **Use technology effectively to create visual artworks.**
    A. Develop the ability to generate concepts and express them visually.
    B. Use computer graphics to generate personal visual images.
    C. Effectively communicate visual information.

D. Use appropriate design principles and elements of art to make artwork
E. Use 2D animation software to design and produce screen-based media products.
F. Use computer graphics to generate personal visual images.
G. Create a capstone culminating artwork using appropriate software.

II. **Gather, analyze and evaluate information visually and critically.**
A. Demonstrate the ability to critique artworks using the formal language of art
B. Evaluate films based on aesthetic, ideological, and market criteria;
C. Analyze the effect of market and political forces on film;

III. **Engage aesthetics in everyday life by thinking and communicating visually.**
A. Demonstrate the ability to critique artworks using the formal language of art
B. Effectively communicate visual information.
C. Exhibit an understanding of black and white photography.

IV. **Contribute and apply knowledge of aesthetics to the needs of the community.**
A. Demonstrate the ability to critique artworks using the formal language of art
B. Write reviews intended for newspaper and general interest audiences;
C. Identify cultural influences on the production and reception of film;
D. Explain how films, both fictional and non-fictional, create a complex dialogue among audience, filmmakers, and distributors

V. **Present a digital portfolio in a professional manner.**
A. Work effectively as a member of a project team and meet deadlines.

VI. **Prepare students for the workforce.**
A. Work with clients effectively.
B. Create a formal business plan.
C. Demonstrate technical and expressive fluency in industry-standard software applications.

VII. **Work effectively as a member of a project team.**
A. Manage media projects from initial planning to the final product.
B. Work effectively as a member of a project team and meet deadlines.

The Course Student Learner Outcomes will be assessed by:

- The creation of the required projects that evidence their understanding of the concepts, skills and procedures learned in the course(s),

- Through their written evaluative statements that accompany the projects both in their respective courses throughout the program and their capstone project. These statements are required for all the projects and need to use the appropriate vocabulary learned in the course.

- Through written exams that test their knowledge of the concepts, skills and procedures learned in the course(s).

Course Student Learner Outcomes were finalized in the Fall of 2006. Assessment of the Course SLOs are not available for this review period.

Part VIII. Program Summary

- The Certificate of Completion program in Digital Media Arts embraces Hawaii Community College's Mission Statement: "to provide the community with a responsive educational environment that empowers learners to develop skills and to be responsible and productive in a complex world." In addition, the proposed C.C. in D. M. A. also meets the UHCC's System Plan's criteria expressed in Goal A: "The UH Community Colleges will focus on student success by being learning colleges, providing access to quality programs which are affordable, adaptable and responsive to the changing needs of students and their communities." Further, in Goal C, it states "To promote workforce and economic development by responding quickly with education and training programs to meet the changing workforce requirements . . . ." Accordingly, the C.C. in D. M. A. provides students and in-service personnel with much needed education and training to meet not only their educational and professionals goals, but would also play a crucial role in the revitalization of the Big Island economy. In addition, we have collaborated with the Hawaiian Studies discipline to offer a Learning Community class that combines Art 112 – Intro to Digital Arts with the Hawaiian Studies 1125 – Plants and their Uses class. In this way, we are working collaboratively to provide our students with knowledge about Hawaiian culture as well as information about their natural environment using technology to create art.

- Since this is the first Program Review, there were no goals that needed to be met.

- Top three (3) Program Strengths during this review period are:

    1. The quality of the student work. It is hard to gauge the strengths of a program that is barely a year old, however, some of the strengths or positive effects I see within the program is that the student work that is being produced is very strong and impressive. I have seen a similar level of work created by students in the 10 year old New Media Arts program at Kapi'olani Community College
    2. Our instructors, who are very capable, experienced, and dedicated to their teaching, are inspiring and guiding our students to do their best.
    3. And finally, our equipment and inventory continues to grow and keeps expanding with the support from the various grants that help fund this program. Although more inventory doesn't necessarily mean better work, student need access to the latest and state-of-the-art equipment in order to stay current and competitive in the marketplace.

- Three (3) main Program Weaknesses during this review period

    1. Facilities: we have started to expand our program include3D animation and are in the process of purchasing 10 more computers that will be housed in the same lab. It will be tight quarters in the lab since we will have a total of 23 computers in the current space. We are in dire need of another lab space. Ideally, we should have one lab for 3 D animation and game design using PC's and another lab to do the other digital art courses using the Mac's we have right now.
    2. Registration procedure for registering Native Hawaiian students into the courses and program. The current method of registering NH students is very limiting and restrictive, although I realize that there may not be another way. Currently, we have two sections of a course: one for Native Hawaiian students (where the student received a tuition waiver from a grant from Alu Like, Inc.) and the other is for non-NH students. Both of these groups need instructor approval to insure that NH students do not pay tuition. Having to divide the registration this way is very time consuming and has been troublesome in the past.
    3. We need another full time faculty in our program to help with the workload on the coordinator and teach the numerous courses that are offered each semester.
    4. Marketing and advertising of the program: Outreach. We need to get the word out about our program to the communities that we need to serve, in particular the Native Hawaiian communities and organizations. Also to the high schools that have Media Arts programs. We are in the process of finding an Education Specialist that will provide that service. This person will also counsel and advise our student majors and work with Native Hawaiian students in particular to insure their recruitment, retention and completion through the program.

Program Goals for the next review period

Action Plan Tasks	Year	Responsible Party
• Complete articulation agreement with LeeCC, KapCC and HonCC.	2007	Violet Murakami
• Write and propose 4 Certificate of Competence in the following areas: Digital Video, Graphic Design, Digital Photography and Digital Animation (includes 3D)	2007-2008	Violet Murakami
• Convene Advisory Board meetings as needed for input into program	2007 - 2008	Violet Murakami
• Create a brochure and other marketing materials for recruitment	Late 2006	Violet Murakami

purposes.		
• Hire an Education Specialist to help with recruiting, advising and registering Native Hawaiian students into the program	Late 2006	Violet Murakami
• Hire another FTE Faculty member to teach as well as assist in program management as needed.	2007 - 2008	Violet Murakami
• Research the possibility of an A.S. degree in DMA. Write an ATP proposal if warranted.	2008 - 2009	Violet Murakami

Part IX. Budget Implications

The area in which the program needs assistance the most is Staffing and Office Space:

1. The program needs another (1.0) FTE Faculty to help with the workload in both teaching and other assigned duties as needed.
2. A half time (.5 FTE) position in Tech Support for someone that can have regular day-time hours while the classes are in session and not just evening and weekend hours.
3. A full-time program assistant that can do advising, recruitment and general clerical work for the program. Currently, we have a Casual Hire that is doing Program Assisting/clerical work and we are searching for an Educational Specialist but perhaps the positions can be combined into one full time position for the right person.
4. We also need a real office space as opposed to the closet we have for 4 people to use currently. The office is housed in a small room that is in the middle of two art studios. It's very difficult for even two people to be in there working at the same time.

CHART 1:   FACILITIES ASSIGNED TO PROGRAM

List Bdng/Rm/Lab/Shop	Describe Renovation/Repair Needed	Estimated Cost
381/14	Light fixtures replaced. Some of the light bulbs are out.	Included in maintenance cost of bldg and grounds
381/14	Rewired for Internet connectivity for the additional computers	Materials - $1100 Labor – 2 tech personnel x 2 days for installation and testing
381/14	New door knob and locks or door locks repaired	?

CHART 2:   INVENTORY LIST: EQUIPMENT and CONTROLLED PROPERTY

Program Assigned Equipment (E) and Controlled Property (CP) (List in order of chronological depreciation date)	Category: E =item value > than $5K CP =item value $1K - $5K	Expected Depreciation Date	Estimated Replacement Cost
10 Mac G5's	**CP if one Mac is $2500 or E if combined**	**July 2007**	**$26K - $28K**
1 G4 Apple Powerbook Laptop	**CP**	**July 2007**	**$2600**
10 Apple Display Monitors	**CP One is about $800**	**July 2007**	**$8K**
2 HP Scanners	**CP**	**July 2007**	**$250**
1 HP Color Laser printer	**CP**	**July 2008**	**$3K**
2 Inkjet Printers	**CP**	**July 2008**	**$600**
1 video projector	**CP**	**July 2008**	**$1300**
2 Mac G5's	**CP**	**July 2009**	**$4,500**
Upgrading of various graphics sottware Final Cut Studio Adobe CS2 MM Dreamweaver Flash After Effects	**CP**	**July 2008**	**$15,000 - $20,000**
2 17" Dell Display Monitors	**CP**	**July 2009**	**$900**
6 Computer Tables	**CP**	**?**	**$1400**
1 AV Cart	**CP**	**?**	**$400**
10 Chairs	**CP**	**?**	**$1300**
8 Digital Still Cameras	**CP**	**July 2009**	**$3200**
12 External Speakers	**CP**	**July 2009**	**$720**

1 Sony 27" Monitor	CP	July 2009	$800
1 projector Screen	CP	?	$1000
9 Digital Video Camcorders	CP	July 2009	$6300

CHART 3: BUDGET REQUESTS

Describe Item	Biennium Request – 1st Yr.	Biennium Request – 2nd Yr.	Reallocation of Funds and/or Positions	X Amt. Line Item
FTE Faculty Personnel – 9 month	$44,224 Rank C-2	$48,204	?	?
.5 FTE Tech Support Personnel 11 month	$17,283 APT Band A	$17,829		
.5 FTE Program Assistant/Academic Advisor – 11 month	$17, 283 APT Band A	$17,829		

QUANTITATIVE TREND DATA CHART (as of 10-19-06)

	Fall 2003	Spring 2004	AY	Fall 2004	Spring 2005	AY	Fall 2005	Spring 2006	AY
#1 Number of Unduplicated Majors	0	0	0	0	0	0	3	7	7
#2 Total Student Semester Hours	0	0	0	0	0	0	18	27	45
#3 FTE Student Majors	0	0	0	0	0	0	1.20	1.80	1.50
#4 Number of Graduates			0			0			0
#5 Number of classes	0	1	1	2	4	6	6	9	15
#6 Avg Class size	0	10.00	10.00	18.00	8.75	11.83	14.17	12.89	13.40
#7 Avg Class fit	0%	62.5%	62.5%	112.5%	74.1%	86.9%	117.3%	105.6%	110.3%
#8 FTE of BOR Appointed Program Faculty			0			0			1
#9 Number of FTE Faculty based on credit hours (FTE = 27)			.14			.86			2.14
#10 Student semester hours for all PPC class enrollments	0	21	21	69	102	171	153	225	378
#11 Student-Faculty Ratio			6.30			8.55			7.56
#12 PPC Credits Earned Ratio	0	0	0	0	0	0	.80	.67	.73
#13 Non-PPC Credits Earned Ratio	0	0	0	0	0	0	1.00	0	.50
#14 PPC Avg GPA	0	0	0	0	0	0	2.40	3.22	2.81
#15 Non-PPC Avg GPA	0	0	0	0	0	0	3.00	0	0

#16	Budget			$59,246.00			$8,464.48			$20,159.81
#17	College Cost per SSH			$0.00			$0.00			$0.00
#18	Grant Cost per SSH			$59,246.00*			$9,508.67*			$2,047.37

*- Start up costs