HAWAI`I COMMUNITY COLLEGE
PROGRAM REVIEW REPORT

DIGITAL MEDIA ARTS

November 30, 2007

Assessment Period: July 1, 2004 to June 30, 2007

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Program 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 Reviews are available to the college and community at large to enhance communication and public accountability.

HAWAII COMMUNITY COLLEGE
DIGITAL MEDIA ARTS PROGRAM
2007-2008

A. Program Effectiveness

1. 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. It also supports the College's mission and imperatives of promoting academic excellence in student learning emphasizing workforce and community development, Hawaiian cultural knowledge and uses technology to build an awareness of the natural, social and economic environments. In this way, students become productive and engaged citizens, capable of meeting the complex challenges of a global community.

Description of Program Map (please see page 10 – last page, Figure 1)

The entry requirement is shown in the far left in the arrow box that includes ENG 21 or ENG 22 or ENG 15 or placement in ENG 100 or ENG 102. The inner circle houses the program required courses, ART 112 Intro to Digital Art , 115 Intro to Design, 202 Digital Imaging, 209 Image in Motion Studio, ENT 120 Starting a Small Business and finally the capstone course Art 294 Practicum in Digital Arts at the far right end to exit the program to receive the Certificate of Completion in DMA. The outer grayed circle surrounding the inner circle are the Option Courses that a student can take in addition to the 6 required courses: ART 125 Intro to Graphic Design, 107 Intro to Photography or 207 Intermediate Photography, 212 Digital Animation, 126 3 D Computer Graphics I and ENG 105 Reading Film.

2. **Table 1. DMA Program Student Learner Outcomes:**

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

One of the Program Learning Outcomes is #5: Present a digital portfolio in a professional manner. Students are required to have an electronic or digital portfolio at the end of their study in the program. The portfolios showcase their best work that was created in their classes and the art works whether it is a video, a website, a flash animation, or 3 D

character, will be the outcomes of their course or study in the program. Since the majority of their classes are studio classes and all their work is project-based, the best works created in these classes will be put into a digital portfolio that can/will be shown to prospective employers or to enter a four year degree program at a mainland college should they choose to do so. In addition, the works will show how technology was used to create these visual artworks, PLO #1 and prepares students for the workforce by learning skills that make them employable in a high skill, high-tech field: PLO#6.

Table 2—Program Learning Outcomes by Courses

Course alpha/no	Title	PLO#1: Use technology effectively to create visual artworks.	PLO#2: Gather, analyze and evaluate information visually and critically.	PLO#3: Engage aesthetics in everyday life by thinking and communicating visually.	PLO#4: Contribute and apply knowledge of aesthetics to the needs of the community.	PLO#5: Present a digital portfolio in a professional manner.	PLO#6: Prepare students for the workforce	PLO#7: Work effectively as a member of a project team.
ART 112	Introduction to Digital Arts	X	X	X	X	X	X	X
ART 115	Foundation Studio: 2-D Design		X	X	X		X	X
ART 125	Introduction to Graphic Design	X	X	X	X	X	X	X
ART 126	3-D Computer Graphics I	X	X	X	X	X	X	X
ART 202	Digital Imaging	X	X	X	X	X	X	X
ART 209	Image in Motion Studio	X	X	X	X	X	X	X
ART 212	Digital Animation	X	X	X	X	X	X	X
ART 294	Practicum in Digital Arts	X	X	X	X	X	X	X
ENT 120	Starting a Small Business	X	X				X	X

Table 3—Levels of Implementation of PLO Assessment (for each PLO, Indicate ONE level of implementation)

	A	D	P	SCQI	Assessment Strategy
1. Use technology effectively to create visual artworks.				X	Via projects and eportfolios.
2. Gather, analyze and evaluate information visually and critically.				X	Via projects and eportfolios.
3. Engage aesthetics in everyday life by thinking and communicating visually.				X	Via projects and eportfolio, in addition through journal and evaluative writing.
4. Contribute and apply knowledge of aesthetics to the needs of the community.				X	Via projects and eportfolio, working in the community, feedback from employers.
5. Present a digital portfolio in a professional manner.				X	Via projects and eportfolios, employability and feedback from the employers.
6. Prepare students for the workforce.				X	Feedback from employers.
7. Work effectively as a member of a project team.				X	Feedback from employers.

Key (reference: Barbara Beno's letter, 9-12-07; ACCJC's evaluation of Institutional effectiveness, rubric III): A=Awareness, D=Development, P=Proficiency, SCQI= Sustainable Continuous Quality Improvement

Table 4A—Percentage of Program Courses with SLO's

__100___% of Program courses with SLO's	**Of these, ___90___% are being assessed**

Table 4B—Percentage of Program Courses Reviewed within the Previous 5 Years

___100%____% All the courses are 2 years old or less.

3. **Program Strengths and Weaknesses**

Briefly describe the program's strengths and weaknesses based on an analysis of data elements (see **Table 8)**--demand, efficiency, and

effectiveness--and include perceptions of the program's progress on assessment of PLO's.

Program Strengths:

Program Strengths:	
S1	Although the class fill rate has gone down slightly from AY 05-06 of 97.56% to 84% in AY 06-07, this could be attributed to the increase in the number of classes offered which went from 5 in the previous year to 6 in 06-07. The 84% fill rate (#11) in our classes in the 06 – 07 year still shows a demand by students for DMA classes.
S2	The number of majors in our program has quadrupled since the program was launched in 2005 from 3 to 12 (#3).
S3	The number of majors per FTE faculty has jumped from 3 in 05-06 to 10 in 06-07 which again shows demand and is related to S1 above. (#14)
S4	Considering that our class enrollment is limited to 10 (number of computers in the DMA lab), our average class size is 7 or 70% (#11).
S5	The assessments of PLO's are in effect since our students have to take a Practicum course where they will create a capstone project that will evidence what they have learned in all their courses. This is in a digital format and will be their eportfolio, evidence that they can present to a prospective employer of the knowledge they have gained in our program. This eportfolio will also show evidence of all the PLOs that the student has learned or accomplished.

Program Weaknesses:

Program Weaknesses:	
W1	The cost of per student semester hours is relatively high ($449.51) due to the high cost of technology, i.e. software and equipment needs. However, the amount in data #15 is misleading since the lecturer pay in our Program Budget Allocation is calculated according to rank 4 or $1551 and all of our lecturers are at rank 1 and 24 credits is considered full time and not 30 credits.

W2	There is only 1.2 FTE faculty to teach all the program courses. (#32) As more classes are added to the course offerings and the program is growing, we are in need of another FTE faculty to carry the load.
W3	The number of graduates who earned the certificate from our program is still relatively low: 2 (#21). Since our program was launched in the fall of 2005, we have just recently seen two graduates from our certificate program. The number of new and replacement positions in our county is 10 (#2) so we need more graduates that can fill those positions. There are 505 new and replacement positions in the State (#1) so we definitely need more students that can fill those positions. This can be looked at as both a weakness and a strength since we need to produce more graduates to fill these positions annually, we have more work to do.

B. Action Plan including Budget Request

The non cost items include the continuous implementation of assessing SLO and PLO's via portfolio reviews, surveys conducted on our graduates to assess the program's effectiveness and changes made if needed for improvements. Recruitment in the high schools and other community organizations esp. in the areas of Native Hawaiians and the revision of our program's website to include more information like our admission procedures and student gallery. Propose an A.S. degree in DMA.

Table 5—Top 6 Non-Cost Items (Including SLO & PLO completion, and assessment)

Task:	Academic yr.	Who is responsible	Best Fits which ADP Goal	Addresses which strength or weakness
1. assess SLO for all DMA courses and PLO	2007-08	Program Coord. and all instructors in DMA	A	S5
2. Survey graduates in order to improve program effectiveness	Spring 2008 Spring 2009	Program Coord. and Ed. Specialist	A	W3
3.Go to High Schools that have DMA	Spring 2008 Fall 2008	Program Coord. and Ed.	B	W3

curriculum or want to start one and recruit students		Specialist		
4. Revise DMA website	Spring 2008	Program Coord. and new faculty	B	N/A
5. Increase the recruitment, retention and completion of Native Hawaiian students into the DMA program	2007 - 2009	Program Coord. and Ed. Specialist	A, B, C, D	S1
6. Propose A.S. degree in DMA	2008	Program Coord.	A, B	S2

Key to abbreviations:
ADP Goals are: A, B, C, D, E
Strengths/Weaknesses are numbered (S1, S2… W1, W2…--from A.3.)

Table 6A. — Top 6 Cost Items

Since this is a growing program, the top 6 cost items include mostly personnel related items: one FTE faculty to teach ONLY DMA courses, a program assistant to help run the program smoothly as there is much paperwork that is required – this may not need to be full time position and hire a half time IT person. However, the real need for our growing program is another room to house more computers, chairs, tables and equipment. Our lab is maxed out.

Task:	Academic Yr.	Who is responsible	$ amount & budget category EXcept R/M	Best fits which ADP Goal	Supported by ADP Resource Require-ment? Y/N	Addresses which strength or weakness
1.hire 1 FTE-Faculty	2008-09	Program Coord.	$38K, P	A	N	S1, S2, S3, W2
2. hire 1 FTE-APT Program Assistant	2008-09	Program Coord.	$24K, P	A	N	S1, S2, S3
3. purchase 10 Mac G5 workstations	2008-09	Program Coord.	$30K, Eq	A	N	S3

to replace the current ones						
4. hire .5 FTE-APT IT person	2008-09	Program Coord.	$25K, P	A	N	S1, S2, S3
5. Find another room	2009?	Program Coord. and admin.	????	A	N	

Key to abbreviations:

ADP Goals are: A, B, C, D, E

Budget Categories: P=Personnel; S1X=Program Review Special Fund; SE=Supplies Enhanced; Eq=Equipment

Strengths/Weaknesses are numbered (S1, S2, S3, W1, W2, W3—from A.3)

Table 6B.--Repair and Maintenance

Nature of Problem	**Describe Location: e.g. Building(s) & Room(s)**
Locks on the door of 381 – 14 are faulty – they occasionally have difficulty locking or closing.	381 Rm 14

Table 7—Equipment Depreciation, if applicable

The Mac's which will be 5 years old in 2008 will need to be replaced with newer Mac's since new software will no longer function correctly or run on the old computers. The items not in this list that will need to be updated are software costs but the date of depreciation for these software is difficult to determine since the newer version come out often and they are not considered to be equipment.

Program Assigned Equipment (E) and Controlled Property (CP) (List in order of chronological depreciation date)	**Category: CP or E**	**EXpected Depreciation Date**	**Estimated Replacement Cost**
10 Mac G5's plus protection plan	CP if one Mac is $2600 or E if combined	July 2008	$28K - 30 $K
1 G4 Apple Powerbook Laptop	CP	July 2008	$2600

10 Apple Display Monitors	CP One is about $800	July 2008	$8K
2 HP Scanners	CP	July 2008	$250
1 HP Color Laser printer	CP	July 2008	$3K
9 Digital Video Camcorders	CP	July 2009	$6300
1 video projector	CP	July 2008	$1300
2 Mac G5's	CP	July 2009	$4,500
2 17" Dell Display Monitors	CP	July 2009	$900
8 Digital Still Cameras	CP	July 2009	$3200
12 External Speakers	CP	July 2010	$720
1 Sony 27" Monitor	CP	July 2010	$800
10 PC	CP	July 2010	$2500

Key to abbreviations:
CP=Controlled Property w/item value $1K-$5K E=equipment w/item value >$5K;

C. Table 8—Data Elements

DMA	AY 04-05	AY 05-06	AY 06-07
1. Annual new and replacement positions in the State	505	505	505
2. Annual new and replacement positions in the County	10	10	10
3. Number of majors	0	3	12
4. Student Semester Hours for program majors in all program classes	0	12	33
5. Student Semester Hours for Non-program majors in all program classes	0	108	93
6. Student Semester Hours all program classes	0	120	126
7. FTE Program enrollment	0	8	8.4
8. Number of classes taught	0	5	6
9. Determination of program's health based on demand (Health, Cautionary, or Unhealthy)		cautionary	
10. Average Class Size		8	7
11. Class fill rate	0%	97.56%	84%
12. FTE of BOR appointed program faculty	1	1	1
13. Student/Faculty ratio	0:1	3:1	12:1
14. Number of Majors per FTE faculty	0	3	10
15. Program Budget Allocation (Personnel, supplies and services, equipment)	$420.00	$47,098.00	$56,638.00

16. Cost Per Student Semester Hour	$420.00	$392.48	$449.51
17. Number of classes that enroll less than ten students	0	3	5
18. Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)		cautionary	
19. Persistence of majors fall to spring	0%	100%	75%
20. Number of degrees earned (annual)	0	0	0
21. Number of certificates earned (annual)	0	0	2
22. Number of students transferred (enrolled) to a four-year institution in UH	0	0	0
23. Perkins core indicator: Academic Attainment(1P1)	.00%	.00%	100.00%
24. Perkins core indicator: Technical Skill Attainment (1P2)	.00%	.00%	100.00%
25. Perkins core indicator: Completion Rate (2P1)	.00%	.00%	1.00%
26. Perkins core indicator: Placement in Employment Education, and Military (3P1)	.00%	.00%	.00%
27. Perkins core indicator: Retention in Employment (3P2)	.00%	.00%	.00%
28. Perkins core indicator: Non Traditional Participation (4P1)	.00%	.00%	.00%
29. Perkins core indicator: Non Traditional Completion (4P2)	.00%	.00%	.00%
30. Determination of program's health based on effectiveness (Healthy, Cautionary, Or Unhealthy)		cautionary	
31. Determination of program's overall health (Healthy, Cautionary, or Unhealthy)		cautionary	
32. Number of FTE Faculty	0	1	1.2

FIGURE 1 – DMA PROGRAM MAP