HAWAI'I COMMUNITY COLLEGE
PROGRAM COMPREHENSIVE 3-YEAR REVIEW REPORT

The Certificate of Competence in
Digital Media Arts

Date : Feb. 28, 2017

Review Period
July 1, 2013 to June 30, 2016
AY 2013-14, AY2014-15, and AY2015-16

Initiator: Violet Murakami
Writer(s): Violet Murakami

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 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.

PART I: THE PROGRAM

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 Hawaiʻi 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.

Report and discuss all major/meaningful actions and activities that occurred in the program over the past three years, from July 1, 2013 through June 30, 2016. For example:	
Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing	The following classes were reviewed and changes made: ART 209 Image in Motion Studio – deletion of SLO #4 Understand the History of Film was deleted using Fast Track submission. ART 238 Interface Design I numbering was changed to 229 for system-alignment purposes using Fast Track submission ART 115 title changed from Foundation Studio: 2 D Design to Intro to 2 D Design using Fast Track submission. ART 107 Intro to Photography and 207 Intermediate Photography were deleted using Fast Track submission. Associate of Science degree in Digital Media changed to Associate of Science degree in Creative Media and changed from 63 credits to 60

	credits due to the program accepting any WI Course, 100 level and up, that will satisfy BOTH the Course and WI Requirements.
New certificates/degrees	The Associate of Science degree in Creative Media, a 60 credit transfer degree was approved by the BOR in 2016.
Personnel and position additions and/or losses.	The Educational Specialist and Fiscal Specialist positions were discontinued due to the ending of the Alu Like, NHCTEP grant in 2013. Since the program is now G funded, a need for a fiscal specialist is eliminated. The Alu Like grant supported the recruitment and retention of Native Hawaiian students into the program but since the ending of the grant, some of the activities have been supported by the counseling staff and Program Coordinator.
Other major/meaningful activities, including responses to previous CERC feedback.	The DMA program has undergone some major changes since the last Comprehensive Review was submitted in Nov. 2012. The program now offers an AS degree in Creative Media/DMA and is no longer supported through the Alu Like, Inc. NHCTEP grant. One of the recommendations in the previous CERC feedback was to consider a cohort approach to the DMA program and its courses. Since the AS degree is just starting this semester, we will have to re-visit this possibility provided we have enough students and courses lined up for students to take on a semester-by-semester basis planned in advance for our students to take. At the same time, not all our students will be taking all the same electives at the same time; they may alternate since we have a many electives for students to take. The courses in the program may change with deletions and changes over time.

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*.)	
Discuss what the program has been doing well that needs to be maintained and strengthened.	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

Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).	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. https://www.facebook.com/groups/uhhdma/ AS in CM website: http://hawaii.hawaii.edu/creative-media

Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
Identify and discuss the program's challenges/obstacles.	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. 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 continued on with the Internship site. Some leave for the mainland, others have changed their contact info and are not able to be reached.
Discuss changes and actions taken to address those challenges, and any results of those actions.	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.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	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.
	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 navigate this. I have not approached the WH campus director yet.

ARPD Data
<mark>**Please attach a copy of the ARPD data tables for the three years under review and submit with the Program Review document.**</mark>

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 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/

Analyze the program's ARPD data for the 3-year review period.	
Describe, discuss, and provide context for the data, including the program's health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories.	Demand: DMA continues to have an unhealthy demand indicator score due to the high number of majors (33 in 13-14, 31 in 14-15, 24 in 15-16 majors - Demand Indicator #3) being significantly greater than the number of new and replacement positions available that are county prorated (0 in 13-14, 0 in 14-15, 3 in 15-16 new and replacement positions - Demand Indicator #2) will always remain low using only this data source. DMA is aware of this discrepancy and even though the CIP code was adjusted to include several job positions, 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 designer, 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. Over the years, we have found that quite a few of them have started their own companies or collaborated and combined resources with other students to start their own multi-media production companies such as 'Ena Media Hawaii or their own photography/graphic design studios. Additionally, when evaluating the data, it is important to note the sequence of DMA classes a student takes and the limited rotations of classes the program offers each semester. Here is the sequence of classes we advise students to take: First semester: Art 112, Art 115, (and Ent 12 and/or optional class) Second semester: Art 202, Art 209, (and Art 293 or 294 to finish CO in one year) Or a Third semester: Art 293 or 294 and Ent 120 (requires students to finish in 3 semester). Taking into account the cohort that matriculate to the second semester is limited to the Art202 and Art209 class capped at 15 students per class/semester, 15 X 2 semesters for a total of 30 majors per year, and that is the benchmark by which this figure should be measured. The 15-student-max per cohort number is determined by space limitations,

specifically the number of working computers capable of fitting into one DMA lab.

Program Efficiency
The Average Class size (Efficiency Indicator #9) has decreased from 11.4 in 13-14 to 9.1 in 14-15 and increased to 9.7 in the past year 15-16. The Class Fill Rate (Efficiency Indicator #10) is at 56.9% in 15-16 up from the previous year of 48.9% which fell from 61.9% in 13-14. According to the scoring rubric, this is considered Cautionary. When averaged with the Majors to FTE BOR Appointed Faculty ratio (Efficiency Indicator #12) value of 1 the overall program efficiency score is considered cautionary.

Program Effectiveness
DMA student successful completion and persistence has been steady with a drop to 74% in AY14 -15 from 80% in AY13-14 but up again to 80% in the past year 15-16.
Persistence from Fall to Spring was 57.6% this past year following a trend showing a slight drop (54.2%) in the middle AY14-15 but up in the first year 13-14 of 61.1%. This may be due to an increase in part-time students, and may also be due to the new financial aid requirements. Unduplicated Degrees/Certificates awarded (Effectiveness Indicator 20) continues to follow the trend in previous sections where the middle or second year dips compared to the 1st or 13-14AY and increasing in the past 15-16 year – 17 graduates for AY13-14, 6 for 14-15, 12 for 15-16. Although we are graduated more students this past year, we did not graduate as many as the 1st year of this Comprehensive review which was 17; we graduated half the number of majors in our program or 12. The indicator here is Unhealthy.
With the new AS degree, we should see more students transfer with credentials from our program to the 4 year institution whether to the UHWO or the UHH, where there is interest in a 2 + 2 AA with a concentration in Art.

Overall Health Calls for the program is unhealthy due to the demand indicator which is unhealthy, efficiency is cautionary and effectiveness is unhealthy for reasons stated above. The demand will remain unhealthy unless the demand can be based on reasons other than new and replacement positions county prorated for the CIP codes.

Describe, discuss, and provide context for data in the Distance Education, Perkins Core Indicators, and Performance Funding Indicators categories, as appropriate.	Currently, we are offering DE versions for most of the required CO DMA courses except ART 209 Image in Motion class and the 293 Internship and 294 Practicum courses. All the others are available on line: ART 112, 115, 202, ENT 120, if the student takes the ART 125 or 229 as the art elective, they are offered on-line also. The data shows that there are 7 completely on-line classes for the AY 15-16, there should be 8 unless they are not counting ENT 120? ART 112, 115, 202, ENT 120 were offered on-line in both semesters for the AY 15-16. There seems to be an error? Enrollments are increasing each of the 3 years, there were 37 enrolled in13-14, 74 in 14-15 and 80 in 15-16. Successful completion remains consistent at around 56% for 15-16, 61% for 14-15, 59% for 13-14. Withdrawals were highest for the past year15-16 with 13 followed by 8 for 14-15 and 4 in 13-14. 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 There were 4 Pell grant recipients in the Performance Measures. DMA is not a CTE program.
Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.	Since the Alu Like grant ended in 2013 which assisted Native Hawaiian students with tuition waivers for certain DMA classes, the program's enrollment has been decreasing. Additionally, the loss of the Educational Specialist and Fiscal Specialist positions also has affected student support servicing as well as administrative support.
Discuss other strengths and challenges of the program that are relevant to understanding the program's data.	But the DMA program has received fiscal support from the Academy for Creative Media System through University of Hawaii West Oahu since

Analyze the program's IRO data for the 3-year review period:	
If applicable: 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.	N/A
Discuss changes made as a result of the IRO data.	N/A

Contributions to the College: Discuss how the program aligns with and supports the College's institutional effectiveness and helps the Kauhale achieve our shared goals.

College Mission: *"Hawai'i Community College (Hawai'i CC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E ʻImi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawaiʻi Island community."*	The DMA program supports the College's mission and aligns with the UH Community Colleges system's mission by 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, economic environments, and especially in visual communication. In this way, students become productive and engaged citizens, capable of meeting the complex challenges of a global community. Course projects in DMA classes are often based on Hawaiian knowledge and culture. The program offers opportunities for personal and professional development through occupational upgrading, personal enrichment and career mobility thorough both a Certificate of Competence and Associate of Science degree that could be a pathway to a higher credential should the student choose to.

Institutional Learning Outcomes (ILOs):	ILO 1: Our graduates will be able to communicate effectively in a variety of situations.
	The DMA program is grounded in ART. Art is a communication and teaches our students that in order to communicate your intention well, you need to learn the fundamentals of the art elements and design principles – learn a language to communicate your ideas, concepts, your thoughts to the world using this language you will be learning just as in Math (where you learn another language, so to speak, of numbers or Science. Without this basis, your artwork will not be able to communicate or have meaning; you are speaking or communicating to yourself.
	ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions. Our DMA PLO #2 : "Gather, analyze, and evaluate information visually" directly supports this ILO. Our graduates/students in our program are taught to analyze, think critically by giving them a problem or assignment and taught to come up with a solution after weighing the affects, pros and cons, and if the solutions is appropriate for the problem and to write about their approach to solving the solution in written statements. By writing out an evaluation to their artwork, they are learning to reflect upon their work, their creations and analyzing their decision-making and connecting it to themselves, their reality and the larger world.
	ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture. Both DMA PLO #3: 'Apply knowledge of aesthetics to the needs of the community' and PLO1: 'Use technology effectively to create visual artworks' supports this ILO. One of the definitions of "*aesthetics*" is defined as: the branch of philosophy dealing with *taste* and the study of beauty in nature and art. Additionally, all artworks are not created in a vacuum but reflect the time and place they are created in and for us, the Big Island is a place where Hawaiian culture and values are central and the beauty of nature is ever present. Tastes may change, however, for instance, when our students go out into the community as interns in the 293 Internship class, they learn to work with the diverse community members and businesses to hone and practice the skills they have learned in our classes. They learn to adapt their taste to create artwork that meets the needs to their client. Also throughout the program

	classes, instructors are integrating Hawaiian culture and values in the assignments like creating ohe kapala designs and learning what the symbolism of the shapes they create mean. Another one is creating the Hawaiian calendar using software like Adobe Illustrator. They learn both Hawaiian culture-based content –and create artwork using skills they learn in our classes. In this way, the work they are creating are meaningful to them and they gain an understanding of Hawaiian culture. And of course they are learning skills that can be used in creating these artworks that can be used in their internships in the community using the computer.

The Program's Learning-Outcomes Assessments

For assessment resources and PDF copies of all submitted assessment reports from the program during the review period, please see the following websites:

Assessment website: http://hawaii.hawaii.edu/files/assessment/

Assessment Reports/Resources: http://hawaii.hawaii.edu/files/assessment/reports/

☐ The program faculty/staff have reviewed the program record on Kuali KSCM and hereby affirm that all information, including the PLOs, is correct.

☐ The program faculty/staff have reviewed the program record on Kuali KSCM and have found that all information is not correct and hereby affirm that the program will be submitting proposals for revision.

Kuali KSCM: https://hawaii.kuali.co/cm/#/courses

If the Kuali KSCM program entry needs revision (for example, to the program description, entry or completion requirements, and/or PLOs) those revisions must be proposed through the Fast Track process or CRC "Proposal to Modify a Program" process, as appropriate.

PLOs

Please list the Program Learning Outcomes (PLOs) as recorded on Kuali KSCM.	PLO1: Use technology effectively to create visual artworks. PLO2: Gather, analyze, and evaluate information visually. PLO3: Apply knowledge of aesthetics to the needs of the community PLO4: Demonstrate professionalism with a digital portfolio
Discuss the program's challenges, if any, in helping students overall achieve its PLOs.	No challenges in helping students achieve the programs PLO.

Include a summary discussion of the results of any PLO assessments voluntarily undertaken by the program's faculty.	N/A DMA did not undertake PLO assessment during this review period.

CLOs

Discuss and summarize the overall results of course learning outcomes (CLO) assessments during the 3-year review period.	The DMA program assessed 9 courses and their CLO's during the 3-year review period. The required courses that were assessed are: ART 293 Internship in DMA, 115 Intro to 2 D Design, 112 Intro to Digital Arts, 209 Image in Motion Studio, 294 Practicum in DMA and 202 Digital Imaging. ART 125 Intro to Graphic Design, 113 Intro to Drawing and 107D Intro to Digital Photography are elective courses in the program. The expectations ran from 70% to 85% of the artifacts either meeting or exceeding expectations. The results showed that all the courses assessed either exceeded or met the expectations of scoring the rubrics.
Describe how the program's faculty/staff regularly discussed and used overall assessment results to plan for improvement.	The faculty/instructors discussed ways to improve the process of assessing the works, for examples describing the assignments prior to assessing the artifacts, the relevancy of the current CLO's and if they should be changed or could they be improved but generally felt that the CLO's were relevant and accurate. Also the difficulty in judging the level of effectiveness of an artwork which is always subjectively judged is usually a topic of discussion.
Discuss the implementation of these improvement plans and consequences for overall program improvement.	We have looked at other rubric scoring and even implemented another type but we decided to come back to one that has been used as being more effective in scoring. But we plan to research more examples of scoring rubrics for artworks in the future to see if there can be improvements made in this area.

PART II: PROGRAM ACTION PLAN

Describe and discuss the program's action plan to improve student learning for the next 3 years, from July 1, 2016 through June 30, 2019.	Benchmarks and Timelines

Action Goal 1: Work on Closing-the-Loop assessments for the 9 classes that were assessed in the past three years since this was not done.	**Benchmarks/Timelines: Within the next three years: by June 30, 2019**
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)? It shows whether the first assessment of attaining the CLO's was accurate or not and is aligned to the programs PLO.	
Action Goal 2: Continue with the assessment plan as stated in the 5 year cycle: make changes to CLO's as needed.	**Benchmarks/Timelines: By end of 2021.**
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)? Will insure students are attaining and learning the CLO's of the courses through assessment of artifacts from the classes they are taking. The CLO's currently align to the Programs PLO's.	
Action Goal 3:	**Benchmarks/Timelines:**

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?

Describe and discuss any specific strategies, tactics, activities, or plans for:	
Program modifications: Nothing is planned at the moment but as the new AS degree program progresses, there may be changes to the program.	
Course-level instructional or curriculum changes: Plan to change the contact hours for 293 Internship class from 6 lecture/lab a week to a regular lecture class of 3 hours a week or 1.15 hours a day, twice a week through Fast Track or CRC changes.	
Changes to assessment practices, activities, or projects:	
Increases or changes in student support activities and services: Plan to increase request for student employment and tutoring services for Special Needs students as our Special Needs students increase in our program. Tutoring services for this population of students are not adequately funded or provided for. Will monitor how many Special Needs or Rehab students are enrolling in our classes and request aid to match the need.	

Discuss how the program's action plan will help the Kauhale achieve the four Initiatives in the College's *Strategic Directions 2015-2021* plan: http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf	
Hawai'i Graduation Initiative	HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timelycompletion. Establish pathways for all degree programs, including transfer pathways from the community colleges.

	HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs. Tactic: Develop new programs that are responsive to Hawaiʻi Island's community needs. The DMA program created both an Associate of Science degree that is a terminal degree for those seeking to find an entry level position in the digital media arts field and also to transfer to a 4 year institution. The program is working with both UHWO so that our students may transfer to their Baccalaureate degree in Creative Media and to the UHH Art Dept. which is considering a 2 + 2 with our AA in Liberal Arts with a concentration in Art degree where our DMA Certificate in Competence is embedded in it. HGI Action Strategy 4: The DMA program is starting to offer DMA courses at Palamanui and hopefully to expand the offerings in the future with more equipment.
Hawaiʻi Innovation Initiative	HI2 Action Strategy 1: Increase STEM programs and opportunities for research for faculty and students. The DMA program is a STEM program and supports this initiative. HI2 Action Strategy 2: Advance innovation and entrepreneurship within UH and the community. Students in the DMA program will need to do an internship in a business or organization within the community and supports this initiative also. The DMA program has one of the newer 3 D printers utilizing the latest technology that could be used to offer services to the business community. We have been approached by some businesses in the community to see if we would print a proto type of objects for companies that want to print a prototype. There is nothing in place to support this type of request at the moment but this type of work could generate income and partnerships with businesses and organizations in the community that are interested and create new jobs that have not been tapped yet or open opportunities for both our institution and our students.
21st Century Facilities (21CF) – Modern Teaching	

and Learning Environments	
High Performance Mission-Driven System	

Explain how the program's action plan contributes to the College's achievement of the performance-based measures below.	
Degrees & Certificates	Associate of Science degree in Creative Media and Certificate of Competence supports College's contribute to this measure.
Native Hawaiian Degrees & Certificates	
STEM Degrees & Certificates (include 4-Year Degrees)	CO in DMA is considered a STEM program and contributes to this measure.
Pell Grant Recipients Degrees & Certificates	
Transfers to UH 4 Year/Transfers to non-UH 4 Year	Students in the new AS degree who transfer to either UHWO or UHH contribute to this measure.
IPEDS Success Rate	

Suggestions for Improvement:

If the program's faculty/staff have any suggestions they'd like to share with the College about raising the program's or the College's overall enrollment, improving overall student engagement and success, or any other matter that the faculty/staff think can help the College increase our overall institutional effectiveness, please discuss below.

PART III: Resources
Note: "Budget asks" for all categories may be included in the Comprehensive Review.

Based on the program's overall AY 2014-16 assessment results, other relevant program information and data, and the program's overall action plan to improve student learning, describe and discuss below the program's current resources, resource needs, and cost-item "budget asks" for the 3-year period from July 1, 2016 through June 30, 2019.

Resource Inventory

Describe the status of the following faculty/staff program resources:	
Adequate Academic Support Resources (Library, tutoring, learning and testing facilities).	With 24 majors and 666 SSH in all program classes, continued student employment as lab monitors are needed. Two student employees per semester or 4 per year are needed.
Adequate Student Support Services (academic advising, counseling, career guidance).	Adequate student support services. However, a Transfer Coordinator would be helpful in assisting our students transfer to 4 yr institutions which we currently lack or the position is currently in recruitment.
Safe workplace.	

Adequate and up-to-date computers and software (for program needs).	It is adequate at the moment, however, every year, our Adobe Creative Cloud (CC) software needs to be updated/renewed for 49 computers/laptops for both Hilo and the Palamanui campus.
Adequate computer access to allow faculty to do their jobs.	
Adequate training in computer technology (applications, operating systems, hardware, etc.).	
Adequate training in audiovisual technology (projectors, ELMOs, polycom, etc.).	
Adequate training in distance learning course development and management (Laulima, etc.).	Convert or revise current DMA courses to be offered via Distance Ed or on-line so that if we cannot find instructors on the West HI side, students there may take the on-line courses and gain the Certificate of Competence or the AS degree on-line. Currently, 5 courses of the CO are offered on-line, but eventually offer all courses on-line, if possible.

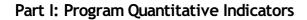| Resource Category	Resources the program needs to operate effectively:	Resources the program already has:	What is the program's resource gap?
A. Personnel	2 FTE	1.5	.5
1) Positions (Functions)			
2) Professional Development			
B. Operating Resources			
1) Supplies			
2) Contracts			
3) Equipment	20 imacs, 25 macbook pros	20 imacs, 25 macbook pros	0
4) Space and Facilities	1 DMA computer lab	1 DMA computer lab	0
C. Technology			
1) Hardware	See B 3 above	See B 3 above	
2) Apps or Software	49 Adobe CC licenses	49 Adobe CC licenses	0
3) Tech Support	1 tech support at Palamanui for DMA lab in Stem center	none	Tech support at Palamanui for DMA lab at Stem Center
4) Tech-related Professional Development			
5) Tech labs / facilities	See B4 above	See B4 above	

RESOURCE REQUESTS: For **each** "budget-ask" item, provide the following information:	
Describe the needed item in detail.	49 licenses of Adobe CC for both the iMac and Macbook Pros in the DMA program for both the Hilo and Palamanui campus.
Provide complete information about known or estimated cost(s).	Approx. $14, 500 annually.

Provide details about timeline(s) for procurement and activation/implementation.	The license expires annually around June of every year. Procurement needs to be made 30 days before expiration but since the cost is over $2500, a superquote is required and after submitting to Superquote, 2 weeks needed to bid and finalized.
How does this align with the program's Action Plan above?	This item supports the AS degree in Creative Media. Without the software, the courses cannot be taught.
Identify how the item aligns with one or more of the *2015-2021 Strategic Directions'* four Initiatives.	Supports and aligns with the HGI Strategy 1 and 3 by helping prepare our students for success in the workforce. Learning the latest software keeps our student competitive in the workforce and community needs.
Discuss how the item will help the program support improvements in student learning and attainment of the program's and College's learning outcomes.	Without the software, the students will not be able to create the artworks/artifacts that are used in the assessment and no student learning outcomes will be reached. All three ILO's will not be attained since the software is fundamental to the learning outcomes. Currently this is supported through the Academy for Creative Media grant.

RESOURCE REQUESTS: **For <u>each</u> "budget-ask" item, answer the following questions:**	
What are the implications or consequences for the program if this request is not funded?	The students will be using outdated software and may lose to their competition. Also may be less employable.

How can the program build, create, or develop the needed resources within its existing capacity?	As stated previously, currently this need is being funded through a grant from the ACM at UHWO and Chris Lee's office.
Can other resources be re-purposed to accommodate this need?	Possibly.
Are there other sources to fund this need, such as grants, community partnerships, etc.?	See above.
Can this need be deferred? If so, for how long? What are the consequences if deferred?	Unknown.

Hawaii Community College
2016 Instructional Annual Report of Program Data
Digital Media Arts

Part I: Program Quantitative Indicators

Overall Program Health: Unhealthy

Majors Included: DMA   Program CIP: 11.0801

	Demand Indicators	Program Year			Demand Health Call
		13-14	14-15	15-16	
1	New & Replacement Positions (State)	2	1	26	
2	*New & Replacement Positions (County Prorated)	0	0	3	
3	*Number of Majors	33	31	24	
3a	Number of Majors Native Hawaiian	13	13	13	
3b	Fall Full-Time	22%	17%	12%	
3c	Fall Part-Time	78%	83%	88%	
3d	Fall Part-Time who are Full-Time in System	0%	3%	0%	
3e	Spring Full-Time	13%	12%	10%	Unhealthy
3f	Spring Part-Time	87%	88%	90%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	216	192	168	
5	SSH Non-Majors in Program Classes	537	462	498	
6	SSH in All Program Classes	753	654	666	
7	FTE Enrollment in Program Classes	25	22	22	
8	Total Number of Classes Taught	22	24	23	

	Efficiency Indicators	Program Year			Efficiency Health Call
		13-14	14-15	15-16	
9	Average Class Size	11.4	9.1	9.7	
10	*Fill Rate	61.9%	48.9%	56.9%	
11	FTE BOR Appointed Faculty	1	1	1	
12	*Majors to FTE BOR Appointed Faculty	33	30.5	23.5	
13	Majors to Analytic FTE Faculty	14.4	12.1	9.5	
13a	Analytic FTE Faculty	2.3	2.5	2.5	Cautionary
14	Overall Program Budget Allocation	$82,399	Not Reported	Not Yet Reported	
14a	General Funded Budget Allocation	$36,123	Not Reported	Not Yet Reported	
14b	Special/Federal Budget Allocation	$0	Not Reported	Not Yet Reported	
14c	Tuition and Fees	$46,276	Not Reported	Not Yet Reported	
15	Cost per SSH	$109	Not Reported	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	8	15	13	

*Data element used in health call calculation

Effectiveness Indicators		Program Year			Effectiveness Health Call
		13-14	14-15	15-16	
17	Successful Completion (Equivalent C or Higher)	80%	74%	80%	
18	Withdrawals (Grade = W)	13	15	18	
19	*Persistence Fall to Spring	61.1%	54.2%	57.6%	
19a	Persistence Fall to Fall	44.4%	34.2%	34.6%	
20	*Unduplicated Degrees/Certificates Awarded	17	6	12	
20a	Degrees Awarded	0	0	0	
20b	Certificates of Achievement Awarded	0	0	0	Unhealthy
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	17	6	12	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	3	3	0	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	3	3	0	

Distance Education: Completely On-line Classes		Program Year			
		13-14	14-15	15-16	
23	Number of Distance Education Classes Taught	2	6	7	
24	Enrollments Distance Education Classes	37	74	80	
25	Fill Rate	93%	64%	65%	
26	Successful Completion (Equivalent C or Higher)	59%	61%	56%	
27	Withdrawals (Grade = W)	4	8	13	
28	Persistence (Fall to Spring Not Limited to Distance Education)	0%	67%	No Fall Courses	

Perkins IV Core Indicators 2014-2015		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	91.00	100.00	Met	
30	2P1 Completion	50.30	0.00	Not Met	
31	3P1 Student Retention or Transfer	76.72	66.67	Not Met	
32	4P1 Student Placement	69.00	0.00	Not Met	
33	5P1 Nontraditional Participation	19.69	47.37	Met	
34	5P2 Nontraditional Completion	19.36	100.00	Met	

Performance Measures		Program Year			
		13-14	14-15	15-16	
35	Number of Degrees and Certificates	0	0	0	
36	Number of Degrees and Certificates Native Hawaiian	0	0	0	
37	Number of Degrees and Certificates STEM	0	0	0	
38	Number of Pell Recipients	13	9	4	
39	Number of Transfers to UH 4-yr	3	3	0	

*Data element used in health call calculation

Last Updated: January 18, 2017