The Digital Media curriculum provides creative individuals with the art and design training needed to explore and express ideas using leading edge technology and skill-sets. Students receive integrated digital media training incorporating art theory, web design and development, computer graphics, digital video, business and marketing, media ethics, digital photography, animation and motion graphics media authoring, and 2D and 3D animation. Students become life-long learners, developing the skills required for a vast array of digital media careers.

The program is in line with the campus and the University of Hawaii’s mission of workforce development as stated in the Leeward Community College Catalog. The program helps to provide the trained workforce needed in the State, the Asia-Pacific region, and internationally by offering occupational, technical, and professional courses that prepare students for immediate and future employment and career advancement.

DATA ANALYSIS
Demand Indicators
The demand indicators are currently HEALTHY. There has been an overall small decrease in the number of majors in the program. The number of majors was at 212 in 2016-2017, 197 in 2017-2018 and 201 in 2018-2019. In the category of number of majors in program classes over the 2016 – 2019 period, there was a slight drop from 1833 in 2016-2017 to 1767 2017-2018, then a rise to 1,878. Note that this occurred while the total number of classes taught was relatively level at 54, and 55 and 54 respectively. The current demand for jobs under the new and replacement positions for the state over this three-year period dropped from 227 to 218 to 220, and the county from 170 to 160 to 162 seems to indicate a slight decrease and rise in both the state and county job demand. It is important to note that further research indicates the projected state of Hawaii job market trends do predict a steady increase of 36% from 2019-2028 utilizing the Standard Occupation Code (SOC) 27-1014 Multimedia Artists and Animators.

UH-Career Explorer Occupations
Also noted under the occupational outlook for this career is a low risk of automation indicating that there is a projected positive stability of future positions.

The current CIP code utilized for the job demand indicator is 11.0801, Web Page, Digital/Multimedia and Information Resources Design. It has long been the position of the DMED Program that the system policy of allowing only one CIP code per degree program creates an inaccurate portrayal of the available employment opportunities in the local digital media industry. The inability to have multiple codes related falsely indicates an inaccurate job demand as it relates to the DMED program since it has multiple specializations housed under a single A.S. Degree. Our current program offers specializations in Internet Publishing, Digital Video for the Web, Digital Photography, Animation and Motion Graphics, and Creative Media. It is apparent that no one CIP code can accurately capture the numerous specializations in the DMED Program. As such, if this policy is not revised to accommodate a true reflection of the DMED industry as it relates to the aforementioned specializations.
Efficiency Indicators
The efficiency indicators are currently CAUTIONARY. The fill rate, which showed a slight decrease from 82.1% in 2016-2017, to 81.5% in 2017-2018 then increased to 84.1% in 2018-2019. The Average Class Size seems somewhat level at 16 in 2016-2017 and 2017-2018, and increased slightly to 17 in 2018-2019. The number of Low-Enrolled Classes also decreased dramatically from 7 in 2016-2017 to 4 in 2017-2018 to 3 in 2018-2019. This is attributed to better scheduling of the DMED courses.
Given these positive results, it is apparent that the primary reason for the UNHEALTHY rating has to do with Majors to FTE BOR Appointed Faculty. This category shows 53 Majors to FTE BOR Appointed Faculty in 2016-2017 decreasing to 49 in 2017-2018 and increasing dramatically to 67 in 2018-2019. Part of the reason is that in 2018-2019 the DMED program had only 3 FTE BOR appointed faculty due to a vacancy, which is currently being filled. Nonetheless, it is important to note that the Majors to FTE BOR Appointed Faculty should be < 35 to maintain a HEALTHY rating. This demonstrates the need to hire additional FTE BOR Appointed Faculty in order to meet this criterion.

Effectiveness Indicators
The effectiveness indicator is currently HEALTHY. The Number of Graduates has shown a slight, but steady increase over the three-year period. It has gone from 21 in 2016-2017, 22 in 2017-2018, and 24 in 2018-2019. The Successful Completion with a "C" or higher has also shown steady increase with 77% in 2016-2017, 78% in 2017-2018, and 80% in 2018-2019. Withdrawals showed an increase from 34 in 2016-2017 to 42 in 2017-2018, and decreased to 32 in 2018-2019.
The Unduplicated Degrees showed a decrease and increase over the three year period. It was at 67 in 2016-2017, decreasing to 50 in 2017-2018, and dramatically increasing to 70 in 2018-2019. Further analysis shows that the primary reason is the dramatic increase of the amount of Certificate of Achievement Degrees with 1 in 2016-2017, increasing to 13 in 2017-2018, and sharply rising to 27 in 2018-2019. Over the same period, Other Certificates Awarded at 71 in 2016-2017, dropping to 44 in 2017-2018, and rose to 61 in 2018-2019. Persistence of Fall to Spring rates, rose positively at 68% in 2016-2017, to 74% in 2017-2018, and dropped slightly 72% in 2018-2019 (> 74% is the goal).

Perkins Core Indicators
There is only one area where the DMED program did not meet the Perkins IV Core standards, 4P1 Student Placement at 37.78 in 2016-2017, to 40 in 2017-2018 and 48.78 in 2018-2019. Though demonstrating a steady, positive increase this is an area that needs to be further addressed in order to reach the goal of 66.25. It is important to note that in the category of 1P1 Technical Skills Attainment in 2017-2018, the DMED Program did not meet the Perkins Core Standard, with a score of 92.68. In 2018-2019, this category standard was met, with a score of 93.48.

PERFORMANCE MEASURES
In most all areas of Performance Measures, the DMED Program has shown positive increase over the last three years. The Number of Degrees and Certificates in 2016-2017 was 22, rose to 35 in 2017-2018, and again rose in 2018-2019 to 51. Over same three-year period, the number of Degrees and Certificates Native Hawaiians went from 5 to 7 to 9. The number of Degrees and Certificates STEM went...
from 24 to 36 to 52 respectively. The number of Pell Recipients went was 9 in 2016-2017 increased to 20 in 2017-2018 and was 21 in 2018-2019. The only category that showed a different trend over this three-year period was the Number of Transfers to UH 4-year, which increased from 10 to 9 to 17, then decreased to 15.

THE RESULT OF LAST YEAR’S PLAN
Computers
21 replacement iMac computers in BS-109 were purchased in Spring 2018, and deployed in Summer 2019.

Software
After many years of requesting the funding for Adobe Creative Cloud software, In Spring 2019, the College agreed to fully fund this critical operational item on an annual basis. The Academy of Creative Media previously extramurally funded the software.

Program Curriculum Changes
A complete overhaul of the DMED AS Degree including a merger of TVPR and DMED programs was being pursued. Several weeks prior to submission to the curriculum committee, administration requested that the proposed changes be postponed due to inadvertent procedural errors. At this time the coordinator in collaboration with program faculty is examining different options to overhauling the AS degree.

ACTION PLAN
APT Position
We are still working on obtaining an APT position to check out equipment through the campus-designated process. In Fall 2018, we were notified that TVPR equipment checkouts would no longer be handled by the Educational Media Center, effective Spring 2019. Checkouts to the DMED Program by the EMC will which were scheduled to cease after Spring 2019 was pushed to Fall 2020 due to renovation construction delays. Nonetheless, the criticality of this position cannot be more emphasized. This is a challenge with all the campus needs and few if any positions available. It is important to note that in Fall 2017, we received funding from ACM to hire a .05 APT to assist in the TVPR studio, and the person in this position is currently assisting with TVPR checkouts. If a permanent position cannot be attained, then an additional .05 in funding is necessary to ensure that equipment checkout operations can continue unimpeded.

Additional Space
The need for additional space to check out equipment for the DMED program is imminent given the recent directive from administration. It is projected that we would obtain BE-109, a space currently utilized by International Programs once they move their operations. Additional electrical upgrades to the room are expected to be necessary to accommodate the needs of a large quantity of battery chargers. In addition, we are still trying to obtain more classroom space to teach additional sections of courses. This is a challenge with all the campus needs, an expanding campus, and static facility resources.
FTE Faculty Positions
We are currently working to fill two vacant DMED positions. One is being hired in fall 2019, and the other is slated to be filled in Spring 2020. We are also still trying to pursue additional FTE faculty positions to ensure that our efficiency rating increases (FTE BOR Appointed Faculty should be < 35 to maintain a HEALTHY rating).

Working with UHWO
We continue to work with UHWO through the ACM in creating curriculum that articulates and helps transition our students in to their program. A new articulation agreement draft was vetted through the program and was approved by the coordinator in fall 2019. This will hopefully address the decreasing persistence rates as well since students will have a goal above and beyond getting a two-year degree. Striving towards a four-year degree should serve as a motivator to complete their coursework.

Student Access to an Open Lab
It is important to ensure access to computers and software outside of class and is integral to the success of the program. Currently, funding for this operation is coming from extramural funds, which is precarious for such an important function. It is the desire of the DMED Program that the overseeing of the operations of the BS-104 and BS-109 open labs is returned to the College Computing Labs (CCL). In 2013 these operations were turned over to the DMED Program with no established operational budget after the CCL moved into the Learning Commons Building. It seems the CCL is best suited to these types of operations since they have four full-time lab managers, and student help to manage computer labs on Campus.

Changing CIP Codes
The situation with the CIP codes will always be a challenge to a program like DMED. Until the system recognizes that programs like ours have several distinct specializations, each deserving their own CIP code, and assign them accordingly, the job demand for the various specializations in the DMED Program will not be accurately represented.

We will pursue an APT position to check out equipment.
We will pursue additional space to accommodate an equipment checkout facility for the APT position. This checkout facility would be shared with the TVPR Program.
We will pursue additional space to accommodate classes.
The current articulation agreement with UHWO will be examined and DMED programmatic changes will be reflected in a new articulation agreement.
We will continue to pursue FTE faculty positions to ensure that our efficiency rating increases.
We will continue to ensure that students have adequate open labs to complete work outside of class, and have operations be redirected back to the CCL.
We will continue to lobby for DMED to have the proper CIP codes appropriate for each specialization to be accorded to the DMED Program.

Resource Implications
Request an APT type position to handle checkout of equipment for both the DMED and TVPR programs. 
Request a room with necessary electrical upgrades to check out equipment. 
Request to have the operation of the DMED open labs to the College Computing Labs. In the interim, 
request to have funding for the student lab aides become permanent. 
Request permanent funding for the labs to be upgraded every 5 years. 
Request that BS-103 be utilized as a classroom. As an adjacent room to BS-104, it could be used by 
DMED students and monitored by student lab aides assigned to oversee the current labs during open lab 
hours.

Evidence of Industry Validation
Although an advisory board meeting was not scheduled in 2019, the program continued to communicate 
with respective board members in their given areas of expertise for input as curriculum changes were 
created for the intended program change.

Expected Level of Achievement
The expected level of achievement was at a 70%. No major changes to instructional approaches or 
redesign of SLO’s were found to be necessary.

Courses Assessed
In 2018-2019, the following courses were assessed:
DMED 130, Pre-Production for Digital Video
DMED 131, Introduction to Digital Video
DMED 132, Principles of Video Editing
DMED 133, Sound Design for Digital Media
DMED 150, Film Analysis and Storytelling
DMED 160, Media Literacy and Ethics
ART 101, Introduction to the Visual Arts
ART 112, Introduction to the Visual Arts
ICS 111, Introduction to Computer Science I
ICS 129, Introduction to Databases

Assessment Strategy/Instrument
The DMED Program utilized a rubric created to assess the program learning outcomes. ILO’s were 
mapped to PLO’s and PLO’s were mapped to individual course SLO’s. KNACK was utilized to assess 
SLO’s for individual courses.

RESULTS OF PROGRAM ASSESSMENT
PLO-ILO
PLO 1 was able to meet the Critical Thinking and Problem Solving and Values, Citizenship and Community ILO’s for the College.
PLO 2 was able to meet the Written, Oral Communication and Use of Technology ILO for the College.
PLO 3 was able to meet the Values, Citizenship and Community ILO for the College.
PLO 4 was able to meet the Critical Thinking and Problem Solving and Values, Citizenship and Community ILO’s for the College.

**PLO-SLO**
PLO 1 was able to meet 50% of the SLO’s.  
PLO 2 was able to meet 61% of the SLO’s  
PLO 3 was able to meet 78% of the SLO’s.  
PLO 4 was able to meet 23% of the SLO’s.

**Other Comments**
None

**Next Steps**
The DMED program will continue with the assessment alignments of PLO’s, and ILO’s, and PLO’s to SLO’s utilizing a ILO, PLO, SLO mapping rubric.