Program Name: Digital Media

Assessment Period: August 2015 to July 2019

College Mission:
At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

Program Mission:
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 work force 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.

Part I. Executive Summary of Program Status
Currently, the DMED program averaged just over 200 students during the reporting period. Program data analysis indicates generally a stable situation. There are several key areas, which we feel needs our attention.

Computers
21 replacement desktop computers in BS-104 were purchased and deployed in 2016. 21 replacement iMac computers in BS-109 were purchased in Spring 2018, and deployed in Summer 2019. All of theses computers were previously purchased through various grant sources including Title II, PCATT, and Perkins. It our intent for replacement of computers be part of the overall Information Technology budget, with a 5-year replacement cycle similar to the ICS program.
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.

Changing CIP Codes
In March 2015, the previous Classification of Instructional Program (CIP) code utilized for the program, 10.0303 Prepress/Desktop Publishing and Digital Imaging Design was changed to 11.0801, Web Page, Digital/Multimedia and Information Resources Design.

The DMED program has long held that given the broad spectrum of specializations that the program offers, no one CIP can accurately capture an accurate picture of the potential jobs available. This 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.

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 to additional FTE faculty positions to ensure that our efficiency rating increases (FTE BOR Appointed Faculty should be < 35 to maintain a HEALTHY rating, in 2018-2019 it was 67).

Program Counselor
The DMED Program has gone through two periods during the reporting period when we did not have a designated program counselor due to vacancies. And we look forward to having stability in this area.

Student Access to an Open Lab
Through funding provided by the ACM, the BS-104 and BS-109 labs have student help to monitor these classrooms as an open lab during non-instructional times. 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. If not, the cost to maintain operations should be integrated into the annual operating budget for DMED.

**Working with UHWO**
Through the Academy of Creative Media (ACM) continue to work on maintaining a pathway for students to attend UHWO. This includes an articulation agreement in Spring 2016, and a new draft being worked on given UHWO’s new curriculum.

**APT Position**
Starting in Fall 2020, equipment checkout services will no longer be offered through the Educational Media Center, as a result, we are still working on attaining an APT position through the campus designated process. This is a challenge with all the campus needs and few if any positions available.

**Additional Space**
We are still working on attaining more classroom space to teach additional sections of courses, and for equipment checkout. This is a challenge with all the campus needs, an expanding campus, and static facility resources. In addition since checkout services of DMED equipment will no longer be available from the EMC, additional space will be needed to house checkout services.

**Part II. Program Description**

**History**
The genesis of the DMED program started in the late 1990’s, and was developed by a combination of Information Computer Science (ICS), Art, and Educational Media Center faculty and staff. In 2000, the first official faculty and DMED coordinator was hired, and a Certificate of Completion (CO) in DMED was offered utilizing a combination of ICS, Art, Music, and Television Production (TVPR) courses. In 2001, DMED courses were created, and a CO with specializations in Web Page Design Desktop Publishing, and Video Webcasting was offered. In 2004, an Academic Subject Certificate (ASC) in Creative Media was offered, and in that same year, the Associate in Science (AS) Degree was approved by the Board of Regents. In 2005, DMED offered it’s first AS Degree in Digital Media Production, with specializations in Internet Publishing, Digital Video, and Motion Graphics.

**Current**
Today, the DMED Program continues to be a mixture of DMED, ICS, and ART courses. The mixture of courses helps leverage resources, and ensure enrollment in a number of courses that share the ICS and ART course alphas. The current AS Degree in Digital Media Production includes Specializations in Animation and Motion Graphics, Creative Media, Digital
Photography, Digital Video for the Web, and Internet Publishing. In addition, DMED offers seven CO’s, two ASC’s and a one Certificate of Achievement (CA).

In the past, the degree was strictly designed for workforce development, but recently focus has gone to also examining its capability to transfer courses to UHWO. Through the ACM, we continue to explore the possibility of designing curriculum that could work across the community college system and UHWO. As a result of this collaboration, an articulation agreement was finalized in Fall 2016 with UHWO. A new articulation agreement with UHWO is currently in a draft form necessitated by changes to UHWO’s curriculum and program.

**Program goals/Occupations for which this program prepares students**
The DMED program prepares students for the following occupations:
Web Developers, Photographers, Multimedia Artists, Animators, and Videographers.
According to the Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Handbook, there is a projected growth rate of 11% for Web Developers, -2% for Photographers, 4% to 6% for Multimedia Artists, Animators, and 7% to 10% for Videographers between 2018 and 2028.

**ONET Web Designers**
**ONET Multimedia Designers and Animators**
**ONET Camera Operators, Television, and Motion Picture**
**ONET Photographers**

**Program Student Learning Outcomes**
The following are the DMED Program Learning Outcomes:

<table>
<thead>
<tr>
<th>1. Develop critical thinking and problem-solving skills for project planning and use of necessary collaborative skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Communicate clearly and concisely, visually, verbally and in writing, using techniques appropriate for the intended audience.</td>
</tr>
<tr>
<td>3. Identify and explain standards of professionalism as they pertain to personal and work-related endeavors.</td>
</tr>
<tr>
<td>4. Exhibit a portfolio of projects related to the chosen specialization at the conclusion of the Associate in Science degree work.</td>
</tr>
</tbody>
</table>

After Analysis, it was found that:

**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.

**Credentials, licensures offered**
- Associate in Science Degree, DMED Production
  Specializations:
  - Animation and Motion Graphics
  - Creative Media
  - Digital Photography
  - Digital Video for the Web
  - Internet Publishing
- Certificate of Achievement, DMED Production
- Academic Subject Certificate, Creative Media
- Academic Subject Certificate, Digital Art, Digital Photographic Emphasis
- Certificates of Competence
  - Digital Media
  - Digital Photography
  - Digital Video for the Web
  - Graphic Design
  - Motion Graphics
  - Web Architecture
  - Web Design

**Faculty and staff**
- Christian Ganne, DMED Professor (retired in Fall 2018)
- Irwin Yamamoto, DMED Assistant Professor and Program Coordinator
- Robert Oshita, DMED Instructor
- Hardeep Kharbanda, DMED Lecturer
- Lilliana King, DMED Lecturer
- Yanan Wu, DMED Lecturer
- Don Oberheu, DMED/Art Lecturer
- Wayne Muromoto, Art Professor
Resources
The DMED program officially has four full-time faculty positions. Currently two vacant positions. One position is being hired in Fall 2019, and the other position should be filled in Spring 2020. As noted above, additionally there are a number of lecturers teaching DMED, ART, and ICS courses for the program.

The DMED program currently utilizes two computer classrooms, BS-104 and BS-109. BS-104 has 21 G5 Macintosh desktops with Adobe Creative Cloud (CC) 2019, and Maya 3D software. A soundproof booth is also located in BS-104. BS-109 has 21 iMacs with Adobe CC 2019, and Corel Painter. There are 5 Macintosh desktops and 5 laptops with Adobe CC 2019 available for use by DMED students in the Learning Commons. It is important to note that 21 new desktop computers were purchased for BS-104 in 2016 ($144,000), and 21 iMac computers were purchased in 2018 ($109,000) utilizing replacement funds. There is also is audio and video equipment available for checkout to students in the Educational Media Center (RM LC-116).

The DMED Program currently receives an annual allocation of $8,000 for supplies. ACM funding has been utilized for student help to cover roughly 25 hours of open lab coverage in BS-104 and BS-109 ($8,700). The ACM has also consistently allocated funding to Leeward CC to purchase Adobe CC licenses ($20,453) to cover all labs and instructor computers. In addition, funding is granted by the ACM to DMED for training for the ACM faculty based at Leeward CC.

In Spring 2019, the College agreed to fund the purchase of Adobe CC software licenses on an annual basis. This is a positive step in establishing a sustainable program resource to ensure the success of the DMED program.

Articulation Agreements
The DMED Program has an articulation agreement with the ACM at UHWO, which was signed in Spring 2016. A new articulation agreement with UHWO is currently in a draft form necessitated by changes to UHWO’s curriculum and program.
Community connections, advisory committees, internships, Coops, DOE connections

- DMED Advisory Committee
  - Al Garma, Garma, Graphic Design
  - Ryan Kawamoto, Kinectic Production
  - Todd Robertson, Hyperspective Studio, Inc.
  - Ken Sato, 1013 Integrated
  - Erin Yagi, James Campbell High School

- Advisory Committees that DMED Program Coordinator belongs to
  - James Campbell High School
  - Pearl City High School
  - Waipahu High School

- DMED program courses taught through Early College
  - DMED 150, Film Analysis and Storytelling, James Campbell High School (Fall 2018, 2019)

Distance Delivered/Off-campus Programs
The following courses were offered as a distance delivered course during the reporting period:

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMED</td>
<td>120</td>
<td>NetPrep Web Development</td>
</tr>
<tr>
<td>DMED</td>
<td>122</td>
<td>Web Animation</td>
</tr>
<tr>
<td>DMED</td>
<td>160</td>
<td>Media Literacy and Ethics</td>
</tr>
<tr>
<td>DMED</td>
<td>200</td>
<td>Electronic Portfolio</td>
</tr>
<tr>
<td>DMED</td>
<td>241</td>
<td>3D Motion Graphics</td>
</tr>
<tr>
<td>ART</td>
<td>107D</td>
<td>Introduction to Digital Photography</td>
</tr>
<tr>
<td>ART</td>
<td>112</td>
<td>Digital Art</td>
</tr>
<tr>
<td>ART</td>
<td>113D</td>
<td>Introduction to Digital Drawing</td>
</tr>
<tr>
<td>ART</td>
<td>221</td>
<td>Design for Print and Web</td>
</tr>
<tr>
<td>ART</td>
<td>229</td>
<td>Interface Design I</td>
</tr>
<tr>
<td>ICS</td>
<td>111</td>
<td>Intro to Computer Science I</td>
</tr>
<tr>
<td>ICS</td>
<td>170</td>
<td>Ethics for the Digital World</td>
</tr>
<tr>
<td>ICS</td>
<td>211</td>
<td>Intro to Computer Science II</td>
</tr>
<tr>
<td>ICS</td>
<td>212</td>
<td>Program Structure</td>
</tr>
<tr>
<td>ICS</td>
<td>241</td>
<td>Discrete Math for Computer Science II</td>
</tr>
</tbody>
</table>
Part III. Analysis of Program Data
Data analysis indicates that in almost every area, the DMED program is generally stable with small increases or decreases.

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 206 in 2015-2016, 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 2015 – 2019 period, there was a slight rise from 1710 in 2015-2016, to 1833 in 2016-2017 then dropped to 1767 2017-2018, then another rise to 1,878. Note that this occurred while the total number of classes taught rose from 45 to 54, then leveled at 55 and 54 respectively.

It is important to note that the following analysis is over a three-year period since in 2015-2016, the DMED program was using a different CIP code (10.0303 Prepress/Desktop Publishing and Digital Imaging Design), so the comparative analysis would be flawed (it was 26 state and 18 county positions). The current demand for jobs under the new and replacement positions for the state over this three-year period was 227 then dropped a little to 218 then 220, and the county from 18 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.  

SOC Multimedia Artists and Animators
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 increase from 78.6% in 2015-2016 to 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 15.5% in 2015-2016 to 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 2015-2016 and 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 51 Majors to FTE BOR Appointed Faculty in 2015-2016, to 53 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 four-year period. It has gone from 22 in 2015-2016, to 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 65.6% in 2015-2016, to 77% in 2016-2017, 78% in 2017-2018, and 80% in 2018-2019. Withdrawals showed an increase from 33 in 2015-2016 to 34 in 2016-2017 to 42 in 2017-2018, and decreased to 32 in 2018-2019.

The Unduplicated Degrees showed an increase, then decrease and increase over the four-year period. It was at 51 in 2015-2016, increasing to 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 8 in 2015-2016 to 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 63 in 2015-2016 increasing to 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 65.6% in 2015-2016 to 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 43.3 in 2015-2016 to 37.78 in 2016-2017, to 40 in 2017-2018 and 48.78 in 2018-2019. Though demonstrating a 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**

Number of Degrees and Certificates in 2015-2016 was 30 dropped in 2016-2017 to 22, then rose to 35 in 2017-2018, and again rose in 2018-2019 to 51. Over same four-year period, the number
of Degrees and Certificates Native Hawaiians went from 5 (2015-2016, and 2016-2017) to 7 to 9. DMED was not considered STEM in 2015-2016, but the number of Degrees and Certificates STEM went from 24 to 36 to 52. Curiously the number of Pell Recipients went from 66 in 2015-2016, and dropped off greatly to 9 in 2016-2017 to 20 in 2017-2018 and to 21 in 2018-2019. The Number of Transfers to UH 4-year which decreased from 10 to 9 to 17, then decreased to 15.

Part IV. Analysis of Program Student Learning Outcomes
The following is a list of courses reviewed and assessed over a five-year period:

<table>
<thead>
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<tbody>
<tr>
<td>ART 101</td>
<td>Introduction to the Visual Arts</td>
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<tr>
<td>ART 107D</td>
<td>Introduction to Digital Photography</td>
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<tr>
<td>ART 112</td>
<td>Introduction to Digital Arts</td>
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<td>Yes</td>
</tr>
<tr>
<td>ART 113</td>
<td>Introduction to Drawing</td>
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<td>No</td>
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<tr>
<td>ART 113D</td>
<td>Introduction to Digital Drawing</td>
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<tr>
<td>ART 115D</td>
<td>Introduction to 2D Digital Design</td>
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<tr>
<td>ART 156</td>
<td>Digital Painting</td>
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<tr>
<td>ART 166</td>
<td>Digital Printmaking</td>
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<tr>
<td>ART 202</td>
<td>Digital Imaging</td>
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<td>ART 207D</td>
<td>Intermediate Digital Photography</td>
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<td>ART 221</td>
<td>Design for Print and Web</td>
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<td>Yes</td>
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<tr>
<td>ART 229</td>
<td>Interface Design I</td>
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<td>Yes</td>
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<tr>
<td>ART 249</td>
<td>Interface Design II</td>
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<td>Yes</td>
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<tr>
<td>ART 277D</td>
<td>Studio Photography</td>
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</tr>
<tr>
<td>DMED 120</td>
<td>NetPrep Web Development</td>
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<td></td>
<td>Yes</td>
</tr>
<tr>
<td>DMED 122</td>
<td>Web Animation</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>DMED 130</td>
<td>Pre-Production for Digital Video</td>
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<td>Yes</td>
</tr>
<tr>
<td>DMED 131</td>
<td>Introduction to Digital Video</td>
<td></td>
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<td>Yes</td>
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<tr>
<td>DMED 132</td>
<td>Principles of Video Editing</td>
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<td>Yes</td>
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<tr>
<td>DMED 133</td>
<td>Sound Design for Digital Media</td>
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<td>Yes</td>
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<tr>
<td>DMED 140</td>
<td>Principles of Animation</td>
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<td>No</td>
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</tbody>
</table>
### Part V. Curriculum Revision and Review

A complete overhaul of the DMED AS Degree including a merger of TVPR and DMED programs was being pursued and was expected to be submitted in Fall 2019. 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.

### Part VI. Survey Results

- **Student satisfaction**
The student satisfaction survey is located at:  
[DMED Student Satisfaction Survey Fall 2019](#)

80 DMED students took the student satisfaction survey, that is 40% of the total DMED students. Please note that not every student answered every question. The following were the findings.

What is your DMED specialization(s)?

<table>
<thead>
<tr>
<th>Value</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Photography</td>
<td>17</td>
</tr>
<tr>
<td>Internet Publishing</td>
<td>5</td>
</tr>
<tr>
<td>Creative Media</td>
<td>18</td>
</tr>
<tr>
<td>Digital Video for the Web</td>
<td>13</td>
</tr>
<tr>
<td>Animation and Motion Graphics</td>
<td>16</td>
</tr>
<tr>
<td>I haven't chosen one</td>
<td>11</td>
</tr>
<tr>
<td>Character Animation</td>
<td>6</td>
</tr>
<tr>
<td>Motion Graphics (I began prior to Fall …)</td>
<td>2</td>
</tr>
<tr>
<td>Animation and Motion Graphics (I began …)</td>
<td>1</td>
</tr>
</tbody>
</table>

About you, the student

<table>
<thead>
<tr>
<th>How long have you been a student in the DMED program?</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than one year</td>
<td>29</td>
</tr>
<tr>
<td>one to two years</td>
<td>35</td>
</tr>
<tr>
<td>more than two years</td>
<td>16</td>
</tr>
</tbody>
</table>

DMED Faculty

From a student's perspective, DMED faculty are approachable.

<table>
<thead>
<tr>
<th>Definitely yes</th>
<th>48</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probably yes</td>
<td>21</td>
</tr>
<tr>
<td>Maybe yes</td>
<td>5</td>
</tr>
<tr>
<td>I don't know</td>
<td>5</td>
</tr>
<tr>
<td>Maybe not</td>
<td>1</td>
</tr>
<tr>
<td>Probably not</td>
<td>0</td>
</tr>
<tr>
<td>Definitely not</td>
<td>0</td>
</tr>
</tbody>
</table>

DMED faculty cares about students as individuals.

<table>
<thead>
<tr>
<th>Definitely yes</th>
<th>49</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probably yes</td>
<td>19</td>
</tr>
<tr>
<td>Maybe yes</td>
<td>3</td>
</tr>
<tr>
<td>I don't know</td>
<td>4</td>
</tr>
<tr>
<td>Maybe not</td>
<td>2</td>
</tr>
</tbody>
</table>
DMED faculty is usually available after class and during office hours.

Definitely yes 41
Probably yes 23
Maybe yes 5
I don't know 8
Maybe not 1
Probably not 0
Definitely not 0

There is a commitment to academic excellence by the DMED faculty.

Definitely yes 51
Probably yes 18
Maybe yes 3
I don't know 7
Maybe not 0
Probably not 0
Definitely not 0

Nearly all of the DMED faculty is knowledgeable in their field.

Definitely yes 59
Probably yes 10
Maybe yes 4
I don't know 6
Maybe not 0
Probably not 0
Definitely not 0

DMED Advisors/Counselors

Last time I visited my academic advisor/counselor was

this semester 31
last semester 19
it has been over a year since I spoke to her 30

The DMED counselor is approachable. 80 responses

Definitely yes 39  
Probably yes 14  
Maybe yes 3  
I don't know 24  
Maybe not 0  
Probably not 0  
Definitely not 0  

The DMED Academic counselor helps students set goals to work toward.

Definitely yes 41  
Probably yes 10  
Maybe yes 4  
I don't know 21  
Maybe not 1  
Probably not 0  
Definitely not 0  

The DMED Academic counselor is knowledgeable about requirements for majors within their area.

Definitely yes 44  
Probably yes 8  
Maybe yes 5  
I don't know 21  
Maybe not 1  
Probably not 0  
Definitely not 0

**DMED Course Offerings**

The content of the courses within the DMED major is

Definitely yes 47  
Probably yes 14  
Maybe yes 8
I don't know  8
Maybe not   0
Probably not 0
Definitely not 0

There are a good variety of courses provided on the DMED field.
Definitely yes 40
Probably yes 21
Maybe yes 10
I don't know  6
Maybe not   1
Probably not 1
Definitely not 0

I am always able to register for any DMED course that I need
Definitely yes 26
Probably yes 11
Maybe yes 20
I don't know 10
Maybe not   7
Probably not 3
Definitely not 3

The quality of instruction students receive in most of the DMED courses is excellent. 78 responses
Definitely yes 35
Probably yes 26
Maybe yes 10
I don't know  6
Maybe not   1
Probably not 0
Definitely not 0

Reflections
Students are able to experience intellectual growth while enrolled in the DMED program.
Definitely yes 44
Probably yes 20
Maybe yes 11
I don't know 3
Maybe not 1
Probably not 0
Definitely not 0

All in all, if you had to do it over, would you enroll in the DMED program again?
Definitely yes 45
Probably yes 12
Maybe yes 10
I don't know 6
Maybe not 2
Probably not 3
Definitely not 2

Do you feel that you are learning enough relevant material to get a job in the Islands?
Definitely yes 24
Probably yes 21
Maybe yes 11
I don't know 14
Maybe not 5
Probably not 2
Definitely not 1

Considering everything how would you rate the DMED program?
Much better than I expected 31
Quite a bit better than I expected 12
Better than I expected 13
About what I expected 20
Worse than I expected 3
Quite a bit worse than I expected 0
Much worse than I expected 0
Occupational placement in jobs (for CTE programs)
Not Available

Employer satisfaction (for CTE programs)
Not available

Graduate/Leaver (if appropriate)
The graduate leaver is 35%. Dividing 70 unduplicated degrees by 201 majors derived this. This number when balanced against the relatively stable amount of majors indicates a HEALTHY program.

Part VII. Overview Analysis of Program 
Alignment with Mission
The DMED program objectives are in line with the objectives and initiatives as stated in The University of Hawaii’s Community Colleges Strategic Directions 2015–2021:

“UH Community Colleges are an integral component of the workforce development in the state and a leader in identifying workforce needs and developing and delivering training programs to enable students to gain employment;” (pg. 2)

“Hawai‘i Innovation Initiative - workforce development linked to developing emerging sectors in Hawai‘i’s economy while simultaneously providing a stable workforce for the traditional employment sectors. “ (pg. 3)

In addition, as a designated Career Technical Education program, the DMED program fulfills the mission of Leeward Community College as stated in the 2015-2016 Catalog:

“We help them attain their goals through high-quality liberal arts and career and technical education.” (pg. 6)

Strengths andWeaknesses Based on Analysis of Data

DMED Program Strengths
The leaver rate of 35% balanced against a rather stable amount of Number of Majors (201 in 2018-20-19) is a significant improvement over the previous CRE of 28% points to a program that is stable, trending upwards, and awarding degrees at an acceptable rate. The Number of Majors (206 in 2015-2016, 212 in 16-17, 197 in 17-18, and 201 in 2018-2019 indicates a program that has a relatively stable amount of students in the program. The decrease, then increase of unduplicated degrees (51 in 2015-2016, 67 in 2016-2017, 50 in 2017-2018, 70 2018-2019), is a trend that could be attributed to automatic credentialing for the Certificate of

**DMED Program Weaknesses**

The number of New and Replacement Positions indicates good demand though, as noted before, that number does not truly reflect the occupational opportunities actually available to the DMED graduate. As noted consistently in the ARPD, 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.

The category of Majors to FTE BOR Appointed Faculty was (51 in 2015-2016, 53 in 2016-2017 decreasing to 49 in 2017-2018 and increasing dramatically to 67 in 2018-2019) is a consistent concern and the primary reason for our UNHEALTHY rating in Effectiveness Indicators. The most recent upward trend 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.

**Evidence of Quality**

To determine the quality of the DMED program, the effectiveness indicators were used. The Successful Completion with a C or higher though experiencing a 6 percentage point decrease over the four-year period (from 76 in 2015-2016 to 77% in 2016-2017, 78% in 2017-2018 to 80% 2018-2019) demonstrates an upward trend, and indicates that over 4/5 of our students are completing their courses satisfactorily.

**Evidence of Student Learning**

To determine the evidence of student learning, Perkins Core indicators of Technical Skills Attainment, Completion, and Student Retention or Transfer categories were utilized, and was consistently met during the analyzed four-year period.

**Resource Sufficiency**

The resources necessary to support the DMED program are currently insufficient because there is no consistent funding source for essential hardware, equipment, and student help necessary to support, teach and preserve currency. In spring 2019, the campus has approved annual funding for the cost of software, which is a great improvement. Nonetheless, for years the program has subsisted on extramural funding to fund the program. When the program was first proposed and passed by the BOR in 2004, a $70,000 annual budget was presented as essential to maintain the needs of the program. This money has never been allocated, and as evidenced by the level of
funding at the other community colleges in the system, Leeward though the largest program, receives the least amount of funding. As an example, in 2017-2018, Kapiolani Community College had 49 students, and received annual funding of $510,914, which translates to $10,426.82 per student. Leeward Community College had 197 students and received $388,432, which translates to $1,971.74 per student).

Additionally, we need more classroom space to teach multiple sections of core courses necessary for our students to graduate with an AS degree. Many of our core courses can only be taught once a year since we lack additional classrooms (both regular and computer), equipment such as video cameras, etc., and instructors.

It is also important to note that 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. Needless to say, additional space will need to be allocated to the program to sufficiently house equipment checkouts. In addition, the criticality of a position to checkout equipment cannot be more emphasized. This is a challenge with all the campus needs and few if any positions available. 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, at minimal an additional .05 in funding is necessary to ensure that equipment checkout operations can continue unimpeded.

Recommendations for Improving Outcomes

We will continue to ask for more funding, positions, and space.
We will continue to work with our program counselor to ensure that students who enter the program are placed in the right specializations and know the expectations of the curriculum. By utilizing this strategy, we hope to increase our persistence rates.

We are currently re-examining the DMED curriculum, and hope to implement programmatic changes that we hope will increase the depth and amount of specialization courses that will give students the required skills to succeed in industry.

Part VIII. Action Plan

Given the above analysis, the DMED program will:

- pursue an APT position to check out equipment
- pursue additional space to accommodate an equipment checkout facility for the APT position. This checkout facility would be shared with the TVPR Program.
- pursue additional space to accommodate classes
- examine our articulation agreement with UHWO and adapt as necessary
- pursue FTE faculty positions to ensure that our efficiency rating increases.
- ensure that students have adequate open labs to complete work outside of class, and have operations be redirected back to the CCL
• lobby for DMED to have the proper CIP codes appropriate for each specialization to be accorded to the DMED Program
• examine our current program curriculum, and make changes as determined necessary

Part IX. Resource and Budget Implications

Additional space for:
Classrooms to accommodate classes. Cost unknown
Space to check out equipment with electrical upgrades necessary to accommodate battery chargers and miscellaneous equipment. Cost unknown

Positions:
Student aide(s) to monitor DMED open labs in BS-104 and BS-109. $10,000 annual
APT Band B Position to check out equipment $53,772 annual