

Kaua`i Community College Annual Program Review Update (APRU) for Creative Media program

At a minimum, each program or unit Annual Program Review Update shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

Program Mission Statement

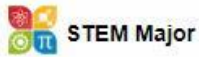
Kaua`i CC's Creative Media program is a welcoming, supportive learning experience where new ideas from all students are celebrated. Lessons and hands-on activities that parallel professional best-practices develop a foundation of knowledge and skills that prepare students to achieve their academic and career goals in viable Creative Media disciplines.

Part I. Program Description

Date of Last Comprehensive Review	
Date Website Last Reviewed/Updated	1/26/2019
Target Student Population	Traditional students under 25 of age and are enrolled in college for one or more years. Returning adult students who are working part time. Nontraditional students who are also working part time while attending college. Native Hawaiian and Filipino students.
External Factor(s) that Affected the Program or Unit	

Part II. Analysis of Quantitative Indicators

Include the Annual Review of Program Data (ARPD; all [Instructional programs](#) and [Academic Support](#) programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by [UHCCP 5.202](#) that are not provided as ARPD ([Administrative Service](#) programs and some Student Support [programs](#)) under review in table format below (EP 5.202 and UHCCP 5.202).



Overall Program Health: Cautionary

Workforce Alignment: Classification of Instructional Programs (CIP) -to- Standard Occupational Classification (SOC)

Creative Media
 CIP Code = →

Demand Indicators		Program Year			Demand Health
		15-16	16-17	17-18	
1.	New & Replacement Positions (State)	19	20	18	Unhealthy
*2.	New & Replacement Positions (County Prorated)	1	1	1	
3.	Number of Majors	0	0	26	
3a.	Number of Majors Native Hawaiian	0	0	10	
3b.	Fall Full-Time	0%	0%	46%	
3c.	Fall Part-Time	0%	0%	54%	
3d.	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e.	Spring Full-Time	0%	0%	50%	
3f.	Spring Part-Time	0%	0%	50%	
3g.	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4.	SSH Program Majors in Program Classes	0	0	213	
5.	SSH Non-Majors in Program Classes	0	0	129	
6.	SSH in All Program Classes	0	0	342	
7.	FTE Enrollment in Program Classes	0	0	11	
8.	Total Number of Classes Taught	0	0	10	

NOTE: New & Replacement jobs updated ([View Methodology](#)).

Efficiency Indicators		Program Year			Efficiency Health
		15-16	16-17	17-18	
9.	Average Class Size	0	0	11	Healthy
*10.	Fill Rate	0.0%	0.0%	67.1%	
11.	FTE BOR Appointed Faculty	0	0	1	
*12.	Majors to FTE BOR Appointed Faculty	N/A	N/A	26	
13.	Majors to Analytic FTE Faculty			26	
13a.	Analytic FTE Faculty	0	0	1	
14.	Overall Program Budget Allocation				
14a.	General Funded Budget Allocation				
14b.	Special/Federal Budget Allocation				
14c.	Tuition and Fees				
15.	Cost per SSH				
16.	Number of Low-Enrolled (<10) Classes	0	0	4	

Effectiveness Indicators		Program Year			Effectiveness Health
		15-16	16-17	17-18	
17.	Successful Completion (Equivalent C or Higher)	0%	0%	82%	Healthy
18.	Withdrawals (Grade = W)	0	0	8	
*19.	Persistence Fall to Spring	0%	0%	69%	
19a.	Persistence Fall to Fall	0%	0%	52%	
*20.	Unduplicated Degrees/Certificates Awarded	0	0	1	
20a.	Degrees Awarded	0	0	1	
20b.	Certificates of Achievement Awarded	0	0	0	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	0	0	1	
21.	External Licensing Exams Passed				
22.	Transfers to UH 4-yr	0	0	0	
22a.	Transfers with credential from program	0	0	0	
22b.	Transfers without credential from program	0	0	0	

Distance Indicators		Program Year			
		15-16	16-17	17-18	
23.	Number of Distance Education Classes Taught	0	0	0	
24.	Enrollments Distance Education Classes	n/a	n/a	n/a	
25.	Fill Rate	n/a	n/a	n/a	
26.	Successful Completion (Equivalent C or Higher)	n/a	n/a	n/a	
27.	Withdrawals (Grade = W)	n/a	n/a	n/a	
28.	Persistence (Fall to Spring Not Limited to Distance Education)	n/a	n/a	n/a	

Perkins Indicators (2016 - 2017)		Goal	Actual	Met	
29.	1P1 Technical Skills Attainment	N/A	N/A	N/A	
30.	2P1 Completion	N/A	N/A	N/A	
31.	3P1 Student Retention or Transfer	N/A	N/A	N/A	
32.	4P1 Student Placement	N/A	N/A	N/A	
33.	5P1 Nontraditional Participation	N/A	N/A	N/A	
34.	5P2 Nontraditional Completion	N/A	N/A	N/A	

Performance Indicators		Program Year			
		15-16	16-17	17-18	
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 ¹	0	0	0	
39.	Number of Transfers to UH 4-yr	0	0	0	

Describe and discuss demand, efficiency, effectiveness, and overall health categories. What has been the trend over the past three years in each of these categories? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Based on this analysis, what are the program's strengths and areas to improve regarding demand, efficiency, and effectiveness? Describe any significant program actions that occurred in the prior year (e.g., new certificate(s), stop outs, gain/loss of position(s), reduction in funding, new or completed grant(s), etc.). Career and Technical (CTE) programs should provide an analysis for any unmet Perkins Core Indicators.

The Overall Program Health is Cautionary

Program demand is unhealthy. This health call is because only 1 job opening was identified in the county using the CIP code linked to this program. Other CIP codes or measures that track freelance employment in all Creative Media focus areas would be more appropriate.

Program Efficiency is healthy, with fill rates at 67% and 26 majors per BOR faculty. The enrollment trend will likely continue if there are additional improvements in internal support systems, adequate Creative Media staff is hired and adjustments are made to degree requirements, which may include removing intermediate-level Creative Media courses.

During the latter part of the Fall 2018 term, Kauai CC's Creative Media program was approved by ACCJC to offer an Associate of Science Degree with seven associated certificates in the following focus areas:

1. Still Photography
2. Graphic Arts
3. Video Production
4. Event Technology
5. Animation
6. Music Production
7. Website Technology

New Creative Media courses in each focus area are designed to match industry and student needs and the new program will be delivered fall 2019.

Program effectiveness is healthy, as evident by persistence rates of 69% (fall-to-spring) and 52% (fall-to-fall).

Strengths and Weaknesses

A major strength of the program is the advisory board/consortium, which has four members from the local business community. In 2018, the [Creative Media Consortium](#) was formed to identify the best mix of curricula for Kaua'i CC's Creative Media program. Given Kauai's geographic isolation from other UH campuses and the diverse needs of students and employers on-island, seven focus areas of instruction and associated skill development were identified:

1. Still Photography
2. Graphic Arts
3. Video Production
4. Event Technology
5. Animation
6. Music Production
7. Website Technology

Student project requests are being generated through the [Creative Media Consortium](#). The [Consortium](#) is designed to connect industry experts with the college to identify, refine and improve lessons and to share professional best-practices with students. Many Creative Media careers provide freelance (per-project) work, rather than full-time employment. In response to this unique employment need, an [Online Project Request Form](#) on the Consortium website allows prospective clients to describe and request projects. Students who have demonstrated the skills needed to complete the projects are matched with the client. Additional Creative Media staff is needed to efficiently manage Consortium-generated projects, supervise student equipment loans and provide one-on-one tutoring.

Challenges, given the complexity of building a new program, include monitoring to ensure that:

- New equipment purchases are not delayed and current equipment is operating properly.
- New courses are posted in Banner, allowing adequate time for students to enroll. (Example: For the Spring 2019 term, students had 24 hours to enroll in ART 225 before the course was evaluated to be offered or canceled).
- The UH enrollment system allows students to see and enroll in CM courses.

Additionally, students are currently required to complete intermediate-level CM courses to earn the Associate of Science Degree and Certificates. For the next few years, it is highly unlikely that enrollment in these courses will reach ten or more students per class, so these courses are at risk of being canceled. This will significantly delay and/or prevent students from graduating. To resolve this situation, accommodations will need to be made to allow these low-enrolled classes to be offered, or the CM degree will need to be revised to eliminate all intermediate-level CM courses.

Creative Media support staff is needed. If additional staff is not hired, it is likely that students will be injured due to lack of adequate supervision, CM production equipment will be damaged, student projects will not meet the needs of their prospective clients, and enrollment will drop.

Part III. Assessment Data (EP 5.202)

Assessment results for Program Student Learning Outcomes (PSLOs).

Report on PSLO assessment for the prior year.

1. List of the PSLOs.
2. Indicate PLSOs that were assessed in the year of this APRU.
3. Assessment findings.
4. Changes that have been made as a result of the assessment findings.
5. Next planned assessment date.

PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
Apply effective communication skills with peers and clients, demonstrating a high-level of emotional intelligence.	N			Fall, 2019
Use creative media applications and equipment professionally, demonstrating efficient and safe operating procedures.	N			Spring, 2019
Apply professional, ethical and legal principles when creating creative media.	N			Fall, 2019
Develop measurable objectives for creative media projects.	N			Spring, 2019
Produce professional-quality creative media projects using critical thinking and basic design concepts.	N			Spring, 2020

Part IV. Results of Prior Year Action Plans (UHCCP 5.202)

Action Plan	Anticipated Outcome	Actual Outcome
N/A	N/A	N/A

List any additional significant actions that impacted your program (e.g., new certificate, loss or gain of faculty or staff, stop outs, etc.).

Part V. Analysis of Alignment with CPR

List the goals that were identified to be initiated, continued, or completed during this APRU cycle, in your last CPR, and if they were achieved. Be sure to include the benchmark, desired outcome, actual outcome, and unit of measure. If you completed your last CPR prior to 2018, please refer to * in this section.

Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
N/A	N/A	N/A	N/A	N/A	N/A

**All Strategic Goals and Priorities are Aligned to the College Mission.

Describe any impacts these goals had on your health indicator(s).

*Based on findings in Parts I – IV, develop an action plan for your program or unit from now until your next CPR date. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College’s Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Increase CM majors	1	40	60	Enrollment Rates	2018 - 2019
Increase on-time graduation rates	6,7	1	20	Graduation Rates	2018 - 2019
Increase Transfer to BS	4	0	2	Transfer Rates	2018 - 2019
Increase Job Placement	8	0	50% will be gain independent or full-time employment within one year after graduation	Graduate Survey	2018 - 2019

Part VI. Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

If no resources are being requested, place an "X" here. X