Departmental BPC Plan
Academy for Creative Media - West Oʻahu
University of Hawaiʻi - West Oʻahu

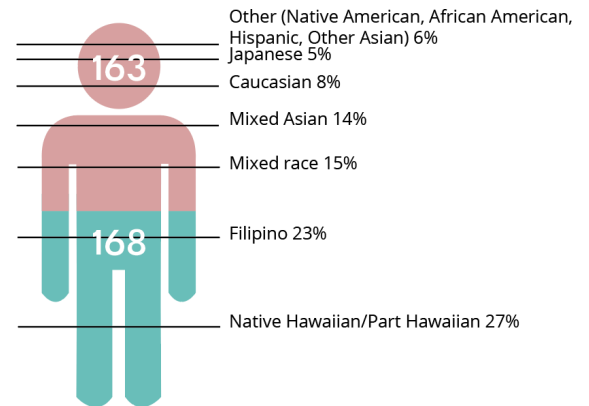**Effective dates of Plan**: 06/03/2024 - 06/03/2026

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1. Context

The University of Hawai'i - West O'ahu was established in 1976 and is a Native Hawaiian-serving (MSI: ANNH & AANAPISI), four-year, comprehensive university that offers nine bachelor's degree programs with 48 concentrations of study. UH West O'ahu is accredited by the Western Association of Schools and Colleges Accrediting Commission for Senior College and University (WSCUC) and serves a diverse student population (FA2024 enrollment: 2863), with a significant portion (30%) identifying as Native Hawaiian or Pacific Islander. Only 10% of our enrolled students are White. The university plays a vital role in providing educational opportunities to a region that is home to the state's largest concentration of Native Hawaiians, a group that comprises only 5% of the state's college students. As a liberal arts institution, there are only two Bachelor of Science degrees offered comprising less than 100 students combined and there are no Computer Science or Engineering programs. To address the unmet need for our students to gain vital

Fig. 1 Creative Media Program, Fall 2023 enrollment data

computing skills, UHWO's Creative Media program (311 majors) launched an initiative to significantly increase equity and inclusion within computing disciplines through a tailored approach. With a focus on digital media, animation, and interactive design, the program's curriculum emphasizes creativity as an accessible gateway into computing fields. The program's 28 faculty (3 permanent and 25 adjuncts) have extensive experience in inclusive pedagogy and culturally-responsive teaching, having implemented initiatives like peer mentoring, project-based learning, and community partnerships. Currently, the program's enrollment reflects the diversity of the region, with approximately 27% Native Hawaiian and 23% Filipino students. However, retention and graduation rates for these groups remain below the institutional average, highlighting the need for targeted interventions. The Creative Media program seeks to implement a comprehensive Broadening Participation in Computing (BPC) plan. This evidence-based initiative draws from established frameworks, such a culturally-relevant pedagogy and social-cognitive career theory, to develop targeted recruitment campaigns, mentoring programs, and an inclusive curriculum that resonates with the unique backgrounds and experiences of its students. By leveraging creativity, grounding its efforts in culturally-relevant concepts, and providing comprehensive support structures, the Creative Media program aims to boost enrollment, retention, and success among underrepresented groups in computing fields.

2. Goals, Activities, and Measurement

We aim to introduce computing skills to students from backgrounds that have traditionally been underrepresented in the field of computing. Additionally, we strive to improve the retention rates of Asian Pacific Islander students, particularly Native Hawaiians and Filipinos, in our computing-related courses.

G1: Data Collection: Collect and share BPC-related data and analyses annually.

A1-1: Gather data on the demographics of undergraduate majors and nonmajors taking Academy for Creative Media (ACM) courses annually to better understand enrollment.

A1-2: Establish which quantitative undergraduate student data should be collected and tracked with assistance from the Institutional Research Office. These metrics could include: DFW rates, demographics, major, degree completion, student semester hours in ACM.

M1: Creation of a spreadsheet containing the data that is updated at the end of each academic year and shared with departmental faculty.

Faculty Responsible: Sharla Hanaoka and Brad Ashburn

G2: Professional Development for Faculty: Increase the number of faculty using BPC data and activities.

A2-1: ACM will create and disseminate an electronic survey to faculty to gauge their current participation in BPC-related activities and interest in increasing their involvement. Repeated every academic year.

A2-2: Do outreach among faculty to ensure the ACM department engages in a total of 3 or more BPC-related activities each year.

M1: Track percentage of faculty awareness of engagement in BPC-related activities, number of faculty using BPC data and engaging in activities, and amount of total BPC-related activities being done.

Faculty Responsible: Sharla Hanaoka

G3: BPC Curriculum and Training for Students: Increase the number of students learning BPC-focused curriculum each year.

A3-1: Design and teach BPC coursework that bridges the natural sciences and creative media through collaboration with the Division of Mathematics, Natural, and Health Sciences by Spring 2026.

A3-2: Develop and teach a new course in: i) Generative Art and Science; ii) Introductory programming course for students with little to no experience which will scaffold to more intermediate-level programming coursework; iii) Mobile application, web, and game development each academic year (2024-25 and 2025-2026).

A3-3: Implement a biannual review of the BPC curriculum and pedagogies in BPC classes.

M1: Successful launch of the courses. Student data collection in accordance with G1.

Faculty Responsible: Brad Ashburn, Sharla Hanaoka and/or other interested faculty members in the Creative Media and Math, Natural and Health Sciences departments.