SAN DIEGO MESA COLLEGE

Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Web Development (WEBD)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Successes: During the pandemic I believe the quality of our program adapted well because our faculty had been teaching online for several years.

Although the portfolio show was canceled in 2021 it resumed in 2022 with moderate success. The foot traffic was light for the event but that may have been because of continued Covid protocols in place at the door. We were able to create connections with a few new employers who later came back to hire a few of our students.

In the Spring of 2023 web development scheduled its first hy-flex courses. Both are courses late in the program. This has been very experimental, but vital to the overall survival of the program. I would consider it a success so far based on the quality of work submitted. I do see the students making an effort to have as much contact as possible. We have a student who is living in Puerto Rico for example who has made every effort to attend as much as possible and interact with his peers. I'm sure the hy-flex model will grow in popularity among similar CTE programs. Hopefully by the next program review we'll have data to analyze.

Challenges: Our enrollment had a slight decline as we had 255 students in the spring of 2020 and it went down to 231 in the spring of 2023. Our fill rate declined from 61% to 53% over that period.

Enrollment challenges have caused us to change our scheduling by canceling courses often late. This causes frustration for both faculty and student. In response created a schedule where the higher level courses are offered only once per year. While this increases our fill rate, it affects our student population adversely. This in turn affects our persistence rates

In the fall of 2023 we ran two hyflex courses with moderate success. The courses, Webd 164 (intro to JavaScript) and Webd 167 (Web Databases) ran on Tuesday and Thursday evenings from 6pm to 9pm respectively. The Web Databases course had a fervent response from students. I was very impressed with both the attendance and participation. The JavaScript course however lacked participation period I believe this is because the students in the web database course are further along in the program they believe in the course direction that they are headed and are anxious to get into the industry period many of the JavaScript students seems to be overwhelmed with the challenging course content. I do not believe that this is due to a lack of preparation from the entry-level classes. It is been my experience that students new to the field will often get overwhelmed the first time they are asked to program the entry level courses are simply markup and involve no programming. There are a few ways to address this dilemma period first having the adjuncts who teach webd 152 which is the preceding class take a moment to explain exactly what JavaScript is and what they'll be taking would ensure that they're excited to take the next course is getting a tutor for what Webd164 who specializes in JavaScript especially because JavaScript is utilized in all the more advanced courses. We also need to be more vigilant in educating students on the advisories for each course. Personally, I need to address that in week one of the class so that no student feels underprepared or out of place.'

UPDATE

The portfolio show has run successfully in the last two years (2023 and 2024). Although foot traffic continues to be light we continue the fight. This year our attempts to brand the program to increase enrollment included more efforts. We have had a table at most events including the SOAP college fair in October. I'm proud as we were one of only a couple of academic programs visible at the event. We also had our very first open house catering to students from Continuing Education in June of 2024. While the attendance was light, we were able to get a couple of students to enroll. It's a natural pathway for CE students to continue their academic journeys with us and we need to capitalize on the opportunity.

One group we have not been able to successfully target is the student who has enrolled at Mesa, but has not yet chosen an academic program. There are an estimated 2500 students in this category. In order to get the message

out, we have been holding weekly open houses in BT-207 for information sessions in the Fall of 2024. Attendance has been sparse, but the few attendees we have had have all joined the program. This might be because student generally enroll at Mesa with the intention of transferring to a four year school. Web Development is more of a CTE program than a jumping point for a four year degree. In our information sessions, we address that as we are able to transfer our credits to the Cal State and UC Systems.

We have run three more hyflex courses in both the Spring and Fall of 2024. In the Spring, Webd 173 and Webd 191 attracted a good amount of students. In the fall, we tried to run Webd 152 as a hyflex but were forced to move it to an online modality due to low enrollment.

Regarding tutoring, we are still unable to get a tutor for our more demanding classes. There is a computer science student that tutors and and knows some JavaScript, but not the other programming languages like PHP and MySQL that are taught in Web Development. Although we have had several qualified students show interest, the stopping point was the education course tutors are required to take.That and the fact that student (especially the qualified ones) go through the program too quickly to plant roots. While the pay should be attractive to most students, web development students generally have freelance careers and other jobs that demand their attention.

In 2024 we hired two new faculty members, Doug Saisho and Max Morgan. Both are young, energetic, kind and have had successful careers as developers even though they are still in their 30's. I believe this "new blood" may help inspire students to see the possibilities and benefits of tutoring as both Max and Doug have tutored before.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
This past year we have had several changes to our curriculum. A subtle change that will make the most difference is changing the course number of Webd 127 to Webd 154. In the past both students and counselors like believed that Web D127 (Creating User-Centered Content) should be the first course that is taken for our certificate and degree programs. However this course requires a website to be built by students. We made the change so that the course would follow Webd 152 and would have the skills needed to complete the project. This should help our persistence rates in both courses.

Another change was to switch the Multi 121 requirement to Multi 100.
Because the latter provides an adequate overview of the image manipulation skills necessary for web design and development, our students should be less intimidated by the course whereas multi 121 provides a more comprehensive overview of image manipulation.
The students can still take multi 121 if they decide to follow a more design-oriented career path.

UPDATE
In the fall of 2024 we have set in motion a strategic and ambitious change to the program as we are adding a full stack JavaScript course. This was supported by the department's advisory committee in our April meeting. We will be replacing Webd 154 (Creating-User Centered Content) with Webd 172 (Full Stack Web Development). Reasons for this include market need, changing technologies and enrollment trends. The very important accessibility portion of Webd 154 will be absorbed in both Webd 152 (HTML & CSS) and Webd 191 (Professional Practice).

All three awards will be affected by the aforementioned change. For the Certificate of Achievement Webd 171 (Advanced JavaScript) will replace Webd 154. For the Foundations of Web Development Certficate, the new Webd 172 will replace Webd 154. These decisions will immediately add value to all three awards. We expect these changes to take place by the Fall of 2026.

Summary and Reflection

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
For 2025, we did not receive any resources other than some money for catering the portfolio show. We are not looking to hire any more faculty and our software requirements only necessitate open source software which is free.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed Not Accurate - Update In Progress

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Enrollment Trends:
Enrollment is 231 students in 11 sections for spring 2023.We have a capacity of 440 students which leaves us at 53%.
If we consider the fall of 2022 as the first semester without Covid restrictions then our trend is on the upswing. In fall 2022 our enrollment was 205 students spread across 8 sections. Our fill rate was 64% in the fall, but we did lose some students because we cancelled two higher level courses before the semester started.

Update

There were 11 sections that ran in the Spring of 2024. We had an enrollment of 277 out of a capacity of 440, good for a 63% fill rate. This was 10% improvement over the previous Spring.

We ran 9 sections in the Fall of 2024. We enrolled 205 students with a capacity of 355 students for a 58% fill rate which is a slight improvement over the last review.

Course Success: Our course success rates for 2022-2023 overall was .59. Of concern was our success rates for Black students which was only .11. This may have been due to our very low sample size in the program which was 19 students.

Of note is that two of the courses I teach have a success rate of .42. These are Webd 164 (JavaScript) and Webd 173 (eCommerce). These are two of the most challenging courses in the curriculum which may have a correlation, but this will be placed in the goal section of this document. Of note, in the FA21 semester, those same courses scored a .60 and .57 respectively, but this will be watched.

Update

Of priority in this updated review are the success rates of Webd 164 and Webd 173. In the Spring of 2024, Max Morgan, a new adjunct professor was scheduled to teach Webd 164. Again, the success rate was an identical .42. I reviewed Max and his content. It was very similar to my own. This is the last data that has been reported. I taught the summer session and Max taught the Fall 2024 section. It will be interesting to see those numbers when they are released,
Regarding Webd 173, the success rate improved to .67 in the Spring of 2024.
Regarding the success rate of Black student, there were no Black students enrolled an any Web Development classes in either the Fall of 2023 or the Spring of 2024.

Retention: Since our last program review in 2022, our retention is 76.9% and our success rate was 64.9%.

Summary and Reflection

Unfortunately, our black students had only a 30.6% success rate and a 47.2% retention rate.

Update: Our retention rate in the last year was 78% a nice improvement on the years prior. This is from Fall of 2023 and Spring of 2024. Because there were no Black students, retention rates could not be detected.

Degree completion: Since our last program review, our award distribution has been the following:
Foundations Certificate: 1
Certificate of Achievement: 4
Associates Degree: 13
Worth noting is the fact that this program often has students who will select one or two courses to get what they need career wise without intending to complete an award program.

Update:
There were 8 Associates Degrees awarded and no certificates awarded in the 2023-2024 academic year.

Transfer Rates: Generally, being a CTE program, students do not enroll in the Web Development program intending to transfer. They are here as a career choice.
Employment: Although the percentage of students who have enrolled and been able to find employment is not available, we can get a glimpse from my linked in account of students who have kept in touch in the last 6 years since my hiring. If we look at that, there are at least 40 students working in the industry.
Labor Market Analysis:
Overall employment of web developers and digital designers is projected to grow 23 percent from 2025 to 2031, much faster than the average for all occupations according to the US Bureau of Labor statistics.
About 21,800 openings for web developers and digital designers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as retiring. Additionally, California has the most Web Development jobs of any state with almost 9000 jobs at a median wage of a 104,000.
(https://www.bls.gov/oes/current/oes_ca.htm)

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
The only group that has an equity gap in the Web Development program are Black/African Americans. When looking at the Fall 2021/Spring 2022 data, this group holds a -36.1% equity gap.The success rate was 30% for that period while the average success rate across the program was 66%. There were 19 enrollments for 11 students. The retention rate for this group was a low 47%. Success rates for all other retention rates for all other groups are positive.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
Currently meeting with adjuncts Teresa Pelkie, Marianne Gibson and Max Morgan about their statistics. In this program, the assessment assignments for CLO's are often small mid-semester tasks where the statistics and efficacy are only known to the instructor.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
The web development department has taken an active approach to combat socio-economic inequalities in each of its courses. Each class that requires that a web server be used not only allows students to use free servers, but

teaches them what is available for free and the differences between the options available. Additionally students are coached on where to find free software in each course. For example, we use sublime which is a free text editor and filezilla which is a free FTP client (For putting files up on a server). We also use Mamp/Xampp which are free local servers. Basically, we do everything possible to make sure that students know what free digital resources are available to them. My eCommerce course has become a free textbook course with no cost to the student.

What other factors (internal or external) might also impact the above data trends and equity gaps?
The equity gap for African-Americans is disturbing despite the small number of students. Due to the online nature of this program, we cannot tell which of our online students fit that criteria. Our only solution is to take the initiative and reach out to struggling students regardless of what group they belong to. This is becoming increasingly important for the LatinX community as well based on their increasing equity gap.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

In the fall of 2023 we ran two hyflex courses with moderate success. The courses, Webd 164 (intro to JavaScript) and Webd 167 (Web Databases) ran on Tuesday and Thursday evenings from 6pm to 9pm respectively. The Web Databases course had a fervent response from students. I was very impressed with both the attendance and participation. The JavaScript course however lacked participation period I believe this is because the students in the web database course are further along in the program they believe in the course direction that they are headed and are anxious to get into the industry period many of the JavaScript students seems to be overwhelmed with the challenging course content. I do not believe that this is due to a lack of preparation from the entry-level classes. It is been my experience that students new to the field will often get overwhelmed the first time they are asked to program the entry level courses are simply markup and involve no programming. There are a few ways to address this dilemma period first having the adjuncts who teach web d152 which is the preceding class take a moment to explain exactly what JavaScript is and what they'll be taking would ensure that they're excited to take the next course is getting a tutor for what d164 who specializes in JavaScript especially because JavaScript is utilized in all the higher level courses. We also need to be more vigilant in educating students on the advisories for each course. Personally, I need to address that in week one of the class so that no student feels underprepared or out of place.

We have made no new curriculum changes in the past 6 months since the last program review. We have brought on two new part time faculty members. Doug Saisho will be teaching Webd 152 if there is enough enrollment and Max Morgan will be teaching Webd 164. Both are energetic passionate developers with some teaching experience, but more importantly a love of the craft. I believe placing these young professionals in the entry level classes will facilitate our persistence.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
Because the data above was 6 months ago, we only have the Fall 22 data to add to our assessment. During the fall 2022, 0 African-Americans were enrolled according to the data warehouse.

Review Outcomes Report. Review the unit’s outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.
The last action plan discussed the need for a JavaScript tutor. We are still looking. The largest obstacle we face is the requirement for students to take the required education course before becoming a tutor. Because we are a small, very quick program, by the time we have a student who is skilled enough to tutor, they are near graduation. Also most of our students work full time and some are already in field. If the requirement were waived, I am

confident that I could fill that position. In the meantime, extra help falls on myself and the other instructors. All of which have taken strides to make themselves available for struggling students.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

The portfolio show has run successfully in the last two years (2023 and 2024). Although foot traffic continues to be light we continue the fight. This year our attempts to brand the program to increase enrollment included more efforts. We have had a table at most events including the SOAP college fair in October. I'm proud as we were one of only a couple of academic programs visible at the event. We also had our very first open house catering to students from Continuing Education in June of 2024. While the attendance was light, we were able to get a couple of students to enroll. It's a natural pathway for CE students to continue their academic journeys with us and we need to capitalize on the opportunity.

One group we have not been able to successfully target is the student who has enrolled at Mesa, but has not yet chosen an academic program. There are an estimated 2500 students in this category. In order to get the message out, we have been holding weekly open houses in BT-207 for information sessions in the Fall of 2024. Attendance has been sparse, but the few attendees we have had have all joined the program. This might be because student generally enroll at Mesa with the intention of transferring to a four year school. Web Development is more of a CTE program than a jumping point for a four year degree. In our information sessions, we address that as we are able to transfer our credits to the Cal State and UC Systems.

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Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Enrollment Trends:

There were 11 sections that ran in the Spring of 2024. We had an enrollment of 277 out of a capacity of 440, good for a 63% fill rate. This was 10% improvement over the previous Spring.

We ran 9 sections in the Fall of 2024. We enrolled 205 students with a capacity of 355 students for a 58% fill rate which is a slight improvement over the last review.

Course Success:

Of priority in this updated review are the success rates of Webd 164 and Webd 173. In the Spring of 2024, Max Morgan, a new adjunct professor was scheduled to teach Webd 164. Again, the success rate was an identical .42. I reviewed Max and his content. It was very similar to my own. This is the last data that has been reported. I taught the summer session and Max taught the Fall 2024 section. It will be interesting to see those numbers when they are released,

Summary and Reflection

Regarding Webd 173, the success rate improved to .67 in the Spring of 2024.
Regarding the success rate of Black student, there were no Black students enrolled an any Web Development classes in either the Fall of 2023 or the Spring of 2024.

Retention: Our retention rate in the last year was 78% a nice improvement on the years prior. This is from Fall of 2023 and Spring of 2024. Because there were no Black students, retention rates could not be detected.

Degree completion: Since our last program review, our award distribution has been the following:
There were 8 Associates Degrees awarded and no certificates awarded in the 2023-2024 academic year.

Transfer Rates: Generally, being a CTE program, students do not enroll in the Web Development program intending to transfer. They are here as a career choice.
Employment: Although the percentage of students who have enrolled and been able to find employment is not available, we can get a glimpse from my linked in account of students who have kept in touch in the last 6 years since my hiring. If we look at that, there are at least 40 students working in the industry.
Labor Market Analysis:
Overall employment of web developers and digital designers is projected to grow 23 percent from 2025 to 2031, much faster than the average for all occupations according to the US Bureau of Labor statistics.
About 21,800 openings for web developers and digital designers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as retiring. Additionally, California has the most Web Development jobs of any state with almost 9000 jobs at a median wage of a 104,000.
(https://www.bls.gov/oes/current/oes_ca.htm)

Equity Gaps: There have been no Black students enrolled. However, another equity gap emerging and that is with our LatinX students.
There was an equity gap of -21% for Female LatinX students and -12% for Male LatinX students. It is of note that I have been actively targeting this group for enrollment as there are a large number of these students enrolled in classes at Mesa who have yet to choose and academic program.

Review Outcomes Report. Review the unit’s outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
A look at the outcomes of each course tells a story of two different types of students. Each course has its outcomes and those outcomes are easily met if we look at the students who have participated in each assignment that serves as an outcome assessment. This is consistent over the courses examined. However, if we include students who don't submit the assessment, we can see patterns which reduce our persistence and retention rates. So what happens? Let's take a typical capstone course, Webd 173 (eCommerce Site Design). This is a course that requires students to produce an ecommerce project. The CLO for that course is that students need to build a database for an ecommerce project. Students cannot complete their final project without doing this. However, by the end of the course when the project is due, there will be a group of students who have dropped the course or stopped coming after the withdrawal deadline. After checking in with them, their reasons for leaving the course is always either a changing work or family situation. The answer has never been academic. The outcomes assessment success is then a lower percentage.

Does this mean the assessment assignment is a failed effort? No. Does it mean there is no problem? No, there's definitely a problem as there are a large number of students who don't make it through. This goes back to equity and the fact that "life" happens. So what should be our action plan? I've already started it. Give students as much flexibility with assignments as the can increase persistence and retention. My old policy was that a student can have an extension on any assignment up to a week at which point it was no longer acceptable. This will no change. Student who request extensions can have longer as long as they communicate with the instructor.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

I have removed the textboox requirement for Webd 173 (eCommerce). Additionally, my JavaScript course (Webd 164) allows students to use an older version textbook which is provided as a free eBook if the need it.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Over the 2025-2026 review period, the Mesa College Web Development program has navigated both challenges and exciting innovations. One notable improvement has been tackling the issue of bots registering for financial aid. By proactively identifying and removing these bots earlier, the program has achieved more accurate student data and a clearer picture of actual enrollment.

Speaking of enrollment, we have seen a slight dip this past year. However, the new initiatives—including integrating AI into the curriculum—are designed to help turn that around. For instance, we've transformed our Professional Practice in Web Development course (WebD 191) into a Professional Practice with AI course, ensuring that students are gaining cutting-edge skills that align with industry trends.

Another highlight is our spring Portfolio Show. Although attendance was lighter this year, we still succeeded in placing several students in jobs. Looking ahead, we're planning to make the next Portfolio Show AI-themed to reflect our new curricular focus and attract even more interest.

We've also made some staffing adjustments that have improved outcomes. Adjunct faculty now have specific focus areas. For example, Marianne Gibson teaches our front-end development courses (HTML/CSS) at both intro and intermediate levels, and Teresa Pelkey handles the LAMP stack (PHP/MySQL). This specialization has led to better portfolios and higher success rates. Similarly, Max Morgan has been teaching our WordPress (WebD 169) and Intro to JavaScript courses, and the quality of student work in these classes is evident in the upper-level courses.

In summary, despite a few enrollment challenges, the program is on a strong trajectory with innovative curriculum changes and dedicated faculty focus areas that are enhancing student outcomes. We look forward to continued growth and success.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Enrollment Trends:

We ran 9 sections in the Fall of 2024. We enrolled 205 students with a capacity of 355 students for a 58% fill rate which is a slight improvement over the last review.

We ran 9 sections in the Spring of 2025. We enrolled 162 students with a capacity of 355 students for a 46% fill rate which is a slight decline over the last review.

We ran 3 sections in the Summer of 2025. We enrolled 60 students with a capacity of 120 students for a 50% fill rate which is a slight decline over the last review.

We ran 9 sections in the Fall of 2025. We enrolled 197 students with a capacity of 355 students for a 55% fill rate which is a slight decline over the last review.

Course Success:

In our last review, we were eagerly awaiting the success rates of students in Webd 164 with the integration of new faculty member Max Morgan. The Fall success rates were rather low. 29 students attended, 11 were successful and 18 completed, for a success rate of 37%. I will discuss these numbers with Max and come up with a solution. Of interest is the success rates of our students in the Spring 2025 course which was taught by me in a hyflex modality. We had 17 enrolled, 13 were successful and 14 completed it for a 76.5% success rate. For many web

development students it is their first experience with programming. We may look into running that as hyflex only moving forward. Regarding Webd 173 (eCommerce Site Design) we did not run it in the fall of 2025 so no numbers have been released since our last review. We are currently (Fall 2025) teaching it with a hyflex modality so we look forward to the release of those student success number.

Overall for the 2024/2025 academic year, our course success rates were 58% compared to 55% the prior year. I expect a rise in this stat for 2025/2026 as I believe we have the bot issue under control which explains many of the failings. The course completion rate was 73.4% and the average course GPA was 2.99

Regarding the success rate of Black students, I'm happy to report that there are now 10 students in our program which is 7.2% of our program. One of the complexities we face is that in an online learning environment, racial or ethnic identity isn't always visible or explicitly documented. Historically, we aimed to increase African American student enrollment, and we've made progress in numbers. But now we see an equity gap—about a -23.4% difference in success rates—among these students.

In the online space, it can be challenging to identify and directly track how different groups are performing if students don't self-report or if that data isn't readily available. So I acknowledge that gap and need support determining exactly who those students are so that I can give them or refer them to the services they need.

Retention: Our retention rate in the last year was 73%. We had 436 valid enrollments and 320 successful completions with 260 students.

Degree completion: Since our last program review, our award distribution has been the following:
There were 10 Associates Degrees awarded awarded in the 2024-2025 academic year.

Transfer Rates: Generally, being a CTE program, students do not enroll in the Web Development program intending to transfer. They are here as a career choice.
Employment: Although the percentage of students who have enrolled and been able to find employment is not available, we can get a glimpse from my linked in account of students who have kept in touch in the last 6 years since my hiring. If we look at that, there are at least 40 students working in the industry.
Labor Market Analysis:
Overall employment of web developers and digital designers is projected to grow 23 percent from 2025 to 2031, much faster than the average for all occupations according to the US Bureau of Labor statistics.
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(https://www.bls.gov/oes/current/oes_ca.htm)

Equity Gaps: There have been 43 enrollments. Black students had a 37.2% success rate and an equity gap of -23.45 during the 2024-2025 academic year. White students had an equity gap of -20.9.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
2025-2026 Update
In addition to the overall program review, I've conducted a focused analysis on individual courses. Out of the eleven courses in our curriculum, nine have met our benchmark of 75% or more students achieving a B or higher. This indicates strong alignment with our learning goals in most of our offerings.

However, the two courses that did not meet this benchmark are both introductory-level classes with notably higher enrollment. A specific issue was identified: a number of these "failed" students were actually bot accounts that registered to exploit financial aid and were not dropped in a timely manner. This skewed our statistics and made it appear that these courses underperformed.

Going forward, measures have been put in place to promptly identify and remove such bot enrollments. This will

ensure that our data accurately reflects genuine student performance and that our introductory courses are assessed fairly. In short, I am confident that with these adjustments, all courses will soon meet our high standards of success.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Goal 1: Improve retention in WEBD 164 and 173 by 10% by the 24-25 academic year by introducing tutoring.

Unit Goal: Goal 1: Improve retention in WEBD 164 and 173 by 10% by the 24-25 academic year by introducing tutoring.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Work with Tutoring to get a specialized tutor. We do have tutors to handle Web Development. Unfortunately we have yet to get one who knows the more complicated subject matter like JavaScript or eCommerce. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/03/2024 **Action Plan Update**: The course retention rate for the school year 2022-23 in Webd 164 and Webd 173 were .81 and .82 respectively. The rates for 2023-24 were .73 and 1.0. Not enough data to really show any improvement. As stated, the lack of a tutor has not prevented any student from getting the help they need. The only issue is what if the student is afraid to come to the instructor directly for help? What if they feel more comfortable with a peer tutor. We had two students interested who were in the Webd 191 (Professional Practice) course in the Spring of 2024. When they heard about education class requirement for the tutoring position, they lost interest. For now tutoring will continue to be done in my office hours and through screencasts and zoom meetings. I now have 8 office hours per week and have tutored several students myself this fall. I also recorded more than 100 screencasts helping students this fall. Until that education requirement is dropped, this will be a challenge. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered **Submission Date**: 12/03/2023

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: Webd 173 was not offered in the fall, 2023 because of low enrollment. We are working on getting a tutor in place for the Spring semester not only for Webd 173, but also Webd 166 and Webd 167 as all three courses utilize the programming language PHP. We had a potential tutor volunteer, but was unwilling to take Education 100. This challenge has been two fold. First, by the time we find a student with the qualification we need to tutor the more challenging courses, they are nearing graduation and usually already working. Second, they are often too busy or fail to see the value in taking Education 100. By the time they've taken it, they've usually already graduated. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Goal 2: Improve course success for marginalized groups like African Americans who show an equity gap.

Unit Goal: Goal 2: Improve course success for marginalized groups like African Americans who show an equity gap.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** We need to maintain a strict policy that if a student hasn't logged on to a course in more than 4 days, we reach out to them directly. I personally am reducing my policy which used to be 7 days, down to 4.	**Submission Date**: 01/27/2026 **Action Plan Update**: There is no further equity gap for African Americans. Per the 2025 fall semester African Americans had a +2 Equity Gap **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/03/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: This has helped get students the things they need. If it help or extensions, this has shown to work. We have an emerging equity gap with LatinX students as shown by the data. Having enforced the four day rule for almost a year now, I can report several students who were appreciative of the attention. It has also helped them to open up to me about the reasons they did not log in to the class. Frequently, the reasons were equity based: either they did not have access to a computer or they had to work. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track