

Instructional Program Review 2019/20 UPDATE

Web Development

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Lead Writer: Kristian Secor
- Liaison: Bridget Herrin
- Department Chair: Carlos Toth
- Manager: Danene Brown
- Is this a CTE program? Yes

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

Marketing

Hold Flex Sessions for Counselors

I would like to educate the counselors to our new curriculum and what we do in order to better service our students

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 2.4

Better Tracking of Alumni

Need to get better tracking of our CTE students' and their successes and/or failures.

Mapping

CTE 2018/19: Perkins Core Indicator Activity 4, Strong Workforce Recommendation 11, Strong Workforce Recommendation 7

Get 100 Employers at the Portfolio Show

After completing last year's goal of getting at least 30 employers to come to the portfolio show, we are taking steps to grow the event. More majors will be invited and so we'd like to get more foot traffic. 200 employers will be invited. I'm aiming of 100 to show.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.4, Strategic Goal 2.1, Strategic Goal 3.2, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 6.3

Get more LatinX students to enroll in Webd

As mentioned previously, there are 2700+ LatinX students who have not committed to a major or discipline. I would like to target to that group to increase enrollment. Our CTE program is perfect for students who are interested in technology and may have not committed to a career plan yet.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 1.3

ACTION PLANS FOR GOALS (REQUIRED)

Actions

Marketing

Goal

Goal: Hold Flex Sessions for Counselors

I would like to educate the counselors to our new curriculum and what we do in order to better service our students

Action: Work with Counseling

Describe the actions needed to achieve this objective:	Reach out to Ailene Crakes to begin education sessions.
Who will be responsible for overseeing the completion of this objective:	Kristian Secor
Provide a timeline for the actions:	Before the spring semester
Describe the assessment plan you will use to know if the objective was achieved and effective:	If sessions are actually created, I'll know the goal has been achieve
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Only energy and time.

Goal: Better Tracking of Alumni

Need to get better tracking of our CTE students' and their successes and/or failures.

Action: Work With Monica Romero and Shawn Fawcett

Describe the actions needed to achieve this objective:	Will need to get a meeting with Monica and Shawn
Who will be responsible for overseeing the completion of this objective:	Kristian Secor
Provide a timeline for the actions:	Before the end of the spring semester
Describe the assessment plan you will use to know if the objective was achieved and effective:	If we get a meeting and I learn how they keep track of our alumni, we'll have achieved our goal
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Time and energy.

GOAL STATUS REPORT (REQUIRED)

Action Statuses

Marketing

Goal

Goal: Hold Flex Sessions for Counselors

I would like to educate the counselors to our new curriculum and what we do in order to better service our students

Action: Work with Counseling

Describe the actions needed to achieve this objective:	Reach out to Ailene Crakes to begin education sessions.
Who will be responsible for overseeing the completion of this objective:	Kristian Secor
Provide a timeline for the actions:	Before the spring semester
Describe the assessment plan you will use to know if the objective was achieved	If sessions are actually created, I'll know the goal has been achieve

and effective:

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Only energy and time.

Status for Work with Counseling

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Will contact this week.

Goal: Better Tracking of Alumni

Need to get better tracking of our CTE students' and their successes and/or failures.

Action: Work With Monica Romero and Shawn Fawcett

Describe the actions needed to achieve this objective:

Will need to get a meeting with Monica and Shawn

Who will be responsible for overseeing the completion of this objective:

Kristian Secor

Provide a timeline for the actions:

Before the end of the spring semester

Describe the assessment plan you will use to know if the objective was achieved and effective:

If we get a meeting and I learn how they keep track of our alumni, we'll have achieved our goal

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &

Time and energy.

**Conference, Software,
Facilities, Classified Staff,
Faculty, Other):**

Status for Work With Monica Romero and Shawn Fawcett

Current Status: In Progress

**If the Current Status was
marked Completed, what
was the impact of the
completed objective on
your program:**

**If the Current Status was
not marked Completed,
what are the implications
and next steps:**

Will contact this week.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Web Development

(REQUIRED) Program name

Web Development

(REQUIRED) Are you on target with your assessment schedule?

Yes. Our target is being met. Our last course to be assessed for critical thinking was Webd 191 (Professional Practice). 16 students were assessed in the Spring of 2019 and they had a greater than 70% pass rate. All other courses in Web Development have been assessed. There is one new course, Webd 171 (Advanced JavaScript) which is currently running in the Fall of 2019. It will be assessed in the next cycle.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

This discipline has evolved quickly into a curriculum which focusses on developing a strong work portfolio in order for our students to meet the end goal of finding employment. This is a positive thing as it requires that the students apply what they've learned into a working project for each and every course. Previously, several programming courses were very much focused on quizzes and individual assignments. While this is a good way to assess whether the students have master individual lessons, there is no resulting portfolio piece. Through clever instruction, faculty are encourages to create larger milestones projects that require multiple skills so that our students will be able to communicate full competence in one portfolio worthy project. For example, In the Webd 191 course (Professional Practice), students create a portfolio website which contains many of the skills taught in our curricula including blog and contact functionality.

In addition, the rapidly changing field of web development means that our textbooks are rarely up to date. We have evolved into reading assignments that are either online in industry web sites, or ebooks with companion code bases which get updated frequently. We use these "live" textbooks in Webd 171, Advanced JavaScript where constantly updated technologies are taught.

(REQUIRED) Based on your assessments, what resource needs have you identified?

We need to get more consistent scheduling. Due to enrollment challenges, several last minute changes including moving courses completely to online environments were done in the last academic year. This sets up an inconsistent learning chain. Programming is a skill that needs to be practiced similar to any athletic endeavor. If courses are cancelled last minute, students lose their skills and are less ready to remain competitive in the more advanced courses. Programming also demands scaffolding and close attention to advisories and prerequisites. Generally, it is very difficult for a student to catch up, once they fall behind. Therefore, it is important that we focus on the health of our program from an enrollment perspective. If courses are offered each and every semester, students can have a smooth and continual education experience and perform better in the advanced courses.

Please provide any other comments.

The Web Development department therefore will be working with the CTE office to target current students at Mesa who have not declared a major or discipline yet. We have begun working with Shawn Fawcett and Monica Romero on this venture. Additionally, we will be working with Danene Brown (Dean) and Carlos Toth (Chair) to reach out to local high schools in order to boost our enrollment numbers. Our product is good. We need customers.

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Web Development

Program Name

(REQUIRED) Type your program name.

Web Development

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

The biggest concern concerning equity with the students of web development, is the persistence rates after the first programming classes. We see a slight drop off in retention for students taking webd 153 (Database), webd 162 (introduction to html and css) and webd 165 (Introduction to Dreamweaver). This will need to be tested again after this year as we have rolled out a new curriculum. Webd 153 is now Webd 167. This is a challenging course not intended for beginners, which could be considered the source of the aforementioned concerns. It now follows the PHP course.

Webd 165 has now been removed and replaced by Webd 171 which is an advanced JavaScript course. Webd 162 continues to be a concern as it is the beginning course for front end coding, offering the very basic entry level html and css content.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

In the last 5 years, the performance of our students began to improve around 2017 collectively. We will need to reevaluate once we get data on the new curriculum that began this fall.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

I believe some students get into those entry level courses and are often surprised by the challenges technology presents. The work level may surprise them as well which could lead to the reduced persistence rates. The students who are survive those early courses tend to persist and complete the program. This is consistent across all racial and equity lines.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

Yes, we need to do workshops for those entry level courses. Students should know going in exactly what is required of them in this career field. It is not easy, but the rewards are there. We also could discuss with and educate counselors exactly what is required in these entry level coding courses. In some cases students might think that there may be software that will do the coding for them, so it will not be so academically challenging. That is incorrect. In order to be a web developer, students need to use multiple parts of the brain. There is logic, memory, and planning necessary to complete this curriculum.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

Webd is consistent with the college as far as the percentage of LatinX students is concerned with 39% being latinx. There is also consistency with their success rates in all the other courses with the other race groups. Recently, I have reached out to Leticia Lopez to create an outreach effort to reach Latinx students who have not chosen a major yet. According to our data, there are 2700 LatinX students enrolled who have not selected a specific area of study. We would love to see them in Webd.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

Nothing specific to requiring funding, but will be being running our Latinx initiative in house as those are the students we are trying to reach.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Yes, the introduction of the new curriculum rolled out in the Fall of 2019 addresses concerns from professionals in the field. We've added new courses as recommended by our major's professional advisory committee that more closely targets industry demands. Additionally, in order to target more Latinx students as mentioned above, we are planning to have Latinx professionals from the field of web development come in as guest speakers.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

The two most major areas of focus were the implementation of new curriculum and getting the word out about these improvements.

New and Updated Curriculae

We've rolled out our new curriculum. The most popular course has been Webd 171, an advanced JavaScript course that teaches the popular frameworks React and Angular. That

has had strong interest, but could be better as it is the only course of its kind in the area at this point.

Getting the word out

This has been slower. I've updated the catalog to include more popular key words that people search for when they are looking for a web education. Hopefully other initiatives like our new portfolio show will contribute to branding this program as a web development program that teaches cutting edge technologies.