

## 2022-23 Program Review Template

**Directions for Lead Writers:** Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

**DEI Discussions:** as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Successes: During the pandemic I believe the quality of our program adapted well because our faculty had been teaching online for several years.</p> <p>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. The 2023 portfolio show is set to run in this May with no limitations on guests.</p> <p>In the Spring of 2023 web development scheduled its first hy-flex courses. Both are upper division courses late in the program. This has been very experimental, but vital to the overall survival of the</p>

		<p>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.</p> <p>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.</p> <p>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</p>
<p>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.</p>	<p>-</p>	<p>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.</p> <p>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.</p>

		<p>The students can still take multi 121 if they decide to follow a more design-oriented career path.</p> <p>Another change made on the faculty side this year was to hire Bryan Monzon to teach Webd169. Brian has been teaching similar content at UCSD for several years now and brings a fresh and professional perspective to our crew. It has been nice to have a working professional who specializes in WordPress to teach that course. WordPress runs 65% of the content management systems in existence (<a href="https://w3techs.com/technologies/details/cm-wordpress">https://w3techs.com/technologies/details/cm-wordpress</a>). It is also an area in high demand for our employers in the field.</p>
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.		<p>Well this applies to several programs we were able to receive \$4000 to allocate towards our portfolio show initiative. We were also able to receive a \$500 stipend for signage and refreshments for the show.</p> <p>Although it cost us no extra money, the aforementioned hiring of Bryan Monzon has had a positive impact on our action plan to get students hired. He has a lot of connections in the industry having works for fiftyandfifty.org and as a young working professional can connect with both our younger audiences and employers.</p>
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.		<input type="checkbox"/> Reviewed and accurate <input checked="" type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
<b>Data Reflection</b>		
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work	<p><b>Enrollment Trends:</b></p> <p>Our current 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</p>

Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work

was 64% in the fall, but we did lose some students because we cancelled two upper division courses before the semester started.

**Course Success:** Our course success rates for the last year 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.

**Retention:** Since our last program review our retention is 76.9% and our success rate was 64.9%. Unfortunately our black students had only a 30.6% success rate and a 47.2% retention rate.

**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.

**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

		<p>projected to grow 23 percent from 2023 to 2031, much faster than the average for all occupations according to the US Bureau of Labor statistics.</p> <p>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. (<a href="https://www.bls.gov/oes/current/oes_ca.htm">https://www.bls.gov/oes/current/oes_ca.htm</a>)</p>
Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	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.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	In talks with Carlos Toth on this, but did not want to hold up the process.
<b>Practice Reflection</b>		
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	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.
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.

*Unit Goals and Action Plans*

Prompt	Guidance	Program Response
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Unit Goals		<p>Goal 1: Improve retention in WEBD 164 and 173 by 10% by the 24-25 academic year by introducing tutoring.</p> <p>Goal 2: Improve course success for marginalized groups like African Americans who show an equity gap.</p>
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Mesa2030 Roadmap Strategic Objective (SO) Alignment		<p>Goal 1: Retention/Persistence  SO: Assess impact of prerequisites and corequisites on student success and revise curriculum as needed  SO: Expand the use of innovative and high quality teaching, learning and support practices that achieve equitable outcomes and increase student success.</p> <p>Goal 2: Equity Gap Reduction  SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.  SO: Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.</p>
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Identify specific actions your program/service area will engage in to accomplish this goal.		<p>Goal 1</p> <p>1. 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.</p> <p>Goal 2</p> <p>1. 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.</p>
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Kristian Secor	
Name of Program/Unit	Web Development	
Manager Name	Monica Romero	
Submission Date of Program Review Draft to Manager for feedback	5/1	
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/30/2023	